

Special Educational Needs and Disability Local Offer



Reviewed January 2024

Statement of Intent

Eardisley C E Primary School is an inclusive Values Based School. Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares all our pupils as confident, happy citizens, irrespective of their individual educational needs.

"In all that we do our values shine through."

***At Eardisley CE Primary School, our vision is to live out through Friendship and Determination, the Christian teaching to 'love one another.' This vision, rooted in our shared values, will guide, inspire and nourish, bringing Joy to all.
(John 15:12)***

As a school, we are required to work in line with the Special Educational Needs and Disability (SEND) Code of Practice (2014), which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010). Some children may have a Special Educational Need, which could require additional resources and/or provision beyond that of the normal classroom.

Our school is committed to offering a range of support to those pupils with communication and interaction difficulties; cognition and learning difficulties; social, mental and emotional health problems; or sensory/physical needs.

The range of support deployed will be tailored to individual needs following thorough assessment.

The Local Offer - information for families on special educational needs and disabilities provided by Herefordshire Council

About the Local Offer

The Children and Families Act (2014) requires all local councils to set out a 'local offer' of the support available to assist children and young people, aged from birth to 25 years of age (and their families) who are disabled and/or have special educational needs. The local offer should include information about: -

1. Education, health and social care services from birth to 25 years of age
2. Eligibility criteria to access specialist support services
3. The support arrangements available to help you access the services you need
4. How to make a complaint

The Local Offer is a one-stop-shop for parents, carers, family members and practitioners working with families to find the information they want about support and services for children with special educational needs and disabilities.

The school's Local Offer is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation. It has been produced in line with the Children and Families Act 2014, the updated Code of Practice, and the Equality Act 2010. The SEND Code of Practice (2014) defines a child as having Special educational needs if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her". A child is defined as having a learning difficulty or disability if he or she "has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools...'

Services available through Herefordshire Council can be found in their 'Local Offer' at: <https://www.talkcommunitydirectory.org/local-offer-special-educational-needs-and-disabilities-send>

How we define Special Educational Needs and Disabilities (SEND)?

We consider children to have special educational needs if they have difficulties that are additional to, and different from the majority of their peers of the same age. We do not consider children as having a learning difficulty solely because they have English as an additional language (EAL), although we recognise that pupils with EAL may also have SEND.

How do we identify SEND?

- A concern may be raised by the parent/carer, teacher or the child.
- A pupil may have a diagnosis given by another professional (e.g. a paediatrician).
- We continually monitor pupils' progress and limited or slow progress and/or areas of difficulty will be recognised by the class teacher or SENCo as potentially identifying SEND.

What should I do if I think my child has SEND?

- The first point of contact should be with the child's class teacher. If a concern is raised about a pupils' progress, discussions will take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.

- You may also wish to contact the school SENCo, Mrs Bridget Knight by making an appointment through the school office or telephoning her directly on 01544 327262, or by e-mailing on bknight@eardisley.hereford.sch.uk

How will I know my child is being supported at Eardisley C E Primary School?

At Eardisley C E Primary School, we take a graduated approach to supporting all children.

The Graduated Approach

Stage 1 – Quality First Teaching:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- If a concern is raised about a pupils' progress, discussions should take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.
- Pupil Progress Meetings are used to monitor and assess the progress being made by pupils.

Stage 2:

- This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage 1.
- Pupils become Stage 2 if they have been assessed as being significantly behind their expected level for 3 consecutive half term assessment periods and/or if a significant concern is identified.
 - At this stage the SENCo will seek consent from parents to assess a pupil, or refer to an external agency, to ascertain what the specific barriers to learning may be.
 - Pupils will now be placed on the SEND Support Register, and an Individual Education Plan will be provided which will detail the specific provision that will be made.
 - The IEP will detail all interventions that are being carried out across the school.
 - It will be the responsibility of the SENCo to monitor the IEPs and school provision maps, the effectiveness of the provision and the progress of the pupils.

Stage 3:

- When a pupil has been identified as having SEND, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
 - This may involve further consultation with external agencies who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
 - The SENCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

How will I know how my child is getting on?

- We pride ourselves on the good relationships we build between parents, carers and other professionals in working together to meet the needs of the child.

What is an Education, Health and Care Plan?

- If a pupil has lifelong or significant difficulties, the school, family and/or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an 'Education, Health and Care Plan'. You can contact the SEN team on: Telephone: 01432 260869 Email: senteam@herefordshire.gov.uk
- Further specialist provision may be put in place.
- The SENCo will be responsible for monitoring the provision, and for preparing the annual review that will take place for these pupils on a yearly basis.
- You can find additional, impartial support and advice from the Herefordshire Special Educational Needs and Disabilities Information and Advice Service (SENDIAS) on: Telephone: 01432 260955 Email: sendias@herefordshire.gov.uk

How will transitions from one class to another be managed?

- The SENCo will work with staff to plan all transitions for pupils with SEND.
- Carefully planned transitions take place between year groups at the end of every school year.
- For pupils with very specific needs, the SENCo will arrange to meet with the parents, teachers and any support staff involved with the child.
- Training will be arranged for staff who will be working with specific needs, especially medical ones.
- The SENCo will be involved with the transition process of SEND pupils to High School.
- For in-year transitions, the SENCo will be part of the transition discussions, and may assess the current ability of new pupils to the school.
- When children start in Reception, the SENCo meets with the nursery feeder settings and liaises closely with parents and all the relevant agencies where a special educational need or disability has already been identified.

School Entitlement Offer – the categories of need and how we implement appropriate provision.

Pupils with additional needs

Nature of Need	Identified Need	Action
Communication and Interaction	Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none">• Consultation with specialists• Individual Learning Programmes• Small group interventions,• 1:1 support assistant (ASD)

		<ul style="list-style-type: none"> • Provision of CPD for staff • Nurturing ethos to maintain self-esteem • Individual visual timetables • Outside agencies: Speech and Language Therapy Service (SALT), Educational Psychologist Community Paediatrician
Cognition and Learning	<p>Cognitive Ability: Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD)</p> <p>Specific Learning Difficulties (SpLD)</p>	<ul style="list-style-type: none"> • Individual learning programmes • Provision of CPD for staff • Consultation with specialists • Differentiated curriculum to meet education needs • Nurturing ethos to maintain self-esteem • Intervention programmes specific to needs. <p>Educational Psychologist</p>
Emotional and Mental Health	Social Behaviour Learning Behaviour (SEM)	<ul style="list-style-type: none"> • Pupil and Family Support Worker • Social Skills interventions • Use of school behaviour policy • Support from ESLA and/or Thrive practitioner • Home/school link book • 1:1 pastoral support programmes • Alternative curriculum provision, where necessary • 1:1 support, where appropriate, for personal care issues • 'Start of day' sessions to ease home/school transition • Designated support at play time and lunchtime • Support for parents (Triple P parenting programme) <p>Staff trained in: Positive Handling Training (Team Teach), Emotion Coaching, Attachment Theory, Lead Mental Health First Aider, Solihull Parenting</p> <ul style="list-style-type: none"> • Outside agencies: Educational Psychologist, Behaviour Team, Child and Adolescent Mental Health Service (CAMHS), Child

		Development Centre (CDC), School Counselling Sessions, School Nurse, Phoenix (Bereavement Service), Positive Parenting Groups Sensory and/or Physical Hearing Impairment (HI) Visual Impairment (VI) Physical / Health / Medical (PD)
Sensory and/or Physical Hearing Impairment	HI) Visual Impairment (VI) Physical / Health / Medical (PD)	Local Authority Inclusion Team – advice on adaptations to be made to access the curriculum, and resources/equipment that is required <ul style="list-style-type: none"> • Access to Physiotherapists and Occupational Therapists on an individual basis(through referrals) • VI and HI specialist teachers visit pupils and provide advice to the school <ul style="list-style-type: none"> • Specialist equipment provided • CPD arranged for staff • Specialist equipment

External agencies

The school works closely with many external agency providers, including:

- The English as an Additional Language team (EAL).
- For Looked After Children (LAC)the school works with the social care team, EDULAC team and Virtual Head.
- Gypsy, Roma and Traveller services.
- Child and Adolescent Mental Health Services (CAMHS).
- Local Health Services, including community and specialist nurses, Physiotherapists and Occupational Therapists.
 - Educational Psychologist.
 - Speech and Language Therapists.
- Young Carers.
- Behaviour Support Team.
- Inclusion Team.
- Education Welfare Team.

- Parent Partnership.
- Local Authority SEND team.

Staffing Expertise and training

All staff undergo internal training through staff meetings and INSET days. All staff undergo Safeguarding training. Some staff have been Team Teach trained (techniques for physical restraint).

What if I have a complaint about the school or an individual?

Our complaints policy outlines the process for making complaint. A copy of this is available on the school website or at the school office.

Glossary of terms:-

ASD/ASC – Autistic Spectrum Disorder/ Autistic Spectrum Condition

CAMHS – Child and Adolescent Mental Health Service

EHCP – Education, Health and Care Plan

EP – Educational Psychologist ILP – Individual Learning Plan

LA – Local Authority (Herefordshire Council)

SALT – Speech and Language Therapy

SENCO – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

SENDIAS – Special Educational Needs and Disabilities Information and Advice Service

NB: This is a working document and is continually monitored and amended.