



Special Educational Needs

At Tewin Cowper we strive to support **all** children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Special Needs Coordinator is Kelly Fairhall

Special Needs LSA is Sue Corlass

Roles and Responsibilities of the Special Needs Coordinator

Our SENCo is responsible for the operation of the Special Educational Needs Policy and Co-ordination of specific provision made to support individual children with SEN. We liaise with staff to monitor the pupils' progress and plan further interventions were progress to slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns with regards to SEN matters do not hesitate to contact us.

SEN terms

There are many SEN terms that are abbreviated that can lead to confusion.

Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'ever 6 FSM'). Schools also receive funding for children who have been looked after continually for more than six months and children of service personal.

Why has it been introduced?

The government believes that the pupil premium which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by insuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the pupil premium directly to schools allocated to them for every pupil who receives Free School Meals. Schools decide how to use the funding as they are best placed to assess what their pupils need.

How are Schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through;

- The performance table which shows the performance of disadvantaged pupils compared with their peers
- The new Ofsted inspection framework under which inspectors focus on the attainment of pupil groups in particular those who attract the pupil premium

Children and Families Bill 2013

The children and families bill takes forward the governments commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The bill will reform the systems for adoption, looked after children, family justice and Special Educational Needs.

The government is transforming the system for children and young people with Special Educational Needs (SEN) including those who are disabled, so that services consistently support the best outcomes for them. The bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers a greater control and choice in decisions and ensuring are properly met.

It takes forward the reform program set out in SUPPORT & ASPIRATION; A NEW APPROACH TO SPECIAL EDUCATIONAL NEEDS AND DISABILITY; PROGRESS AND NEXT STEPS by

- Replacing Statements and Learning Difficulty Assessment with a new birth to 25 Education, Health and Care Plan, extending rights and protection to young people in further education and training and offering families personal buddies so that they have more control over the support they need.
- Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents and reviewing and developing provision for those with special educational needs and to publish a 'Local offer' of support

What is the local offer?

The local offer was first introduced in the Green Paper (March 2011) as a *Local Offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.*

What will it do?

The Tewin framework will allow the local offer to provide parents/carers with information about how to access services in their area and what to expect from those services. With regard to education, it will let parents/carers and young people know how school and colleges will support them and what they can expect across the local settings. During the last year, the local offer steering group has developed questions for school and trialed them with a small number of settings.

There are 15 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and careers in enable them to make decisions about how to best support their child's needs.

Below are Tewin Cowper's responses to these questions

1) How does Tewin Cowper primary School know if children need extra help?

We know when pupils need help if;

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupils behaviour or progress

2) What should I do if I think my child might have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns then contact Miss Fairhall who is our SENCo

3) How will I know if Tewin Cowper School will support my child?

- Each pupils education program will be planned by the class teacher, it will be differentiated accordingly to support the pupils individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths and English etc then the pupil will be placed in a small focused group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to the need but will generally be for at least a term. The intervention will be regularly reviewed by all involved to confirm the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (This is a record of the interventions, timings cost and impact of the intervention) If you have any queries related to the intervention please do not hesitate to contact the class teacher or SENCo.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the SENCo and SEN LSA to discuss the progress of the pupils within their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil will need more expert support from an outside agency such as Educational Psychologist, Speech and Language Therapist, Specific Learning Difficulty Base etc.
- A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments a programme of support is usually provided to the school with parents/carers.
- The governors of Tewin primary School are responsible for entrusting a named person, Mrs Alison Simpson to monitor Safe Guarding and Child Protection procedures. She is also responsible for the monitoring and correct administration of the disclosure and barring

service procedure and then schools Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DFE.

4) How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching assistants (TA's) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need. They will be given a programme of work. Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENCo termly. POW's will be discussed with parents and copies given to them. When we meet parents thoughts and ideas are put into the POW's
- If appropriate, specialist equipment will be given to the pupil, e.g. writing slopes, concentration cushions, pen and pencil grips or easy to use scissors.

5) How will I know how my child is doing?

- You will be able to discuss your child's progress at parents evening
- Your child's class teacher will be available at the end of each day if you wish to raise a concern.
- Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

6) How will you help me to support my child learning?

- The class teacher may suggest ways of how you can help support your child. Miss Fairhall may meet with you to discuss how to help your child with strategies if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions of programmes of study are normally provided that can be used at home

7) What support will there be for my child's overall wellbeing?

The School offers a wide variety of pastoral support for pupils who are encountering Emotional difficulties, these include

- Members of the staff such as the class teacher, Home School Support Worker (HSSW) and SENCo are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out
- The STAR room is a safe place where children can go if they need emotional support

Pupils with medical needs

- If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents and carers. These are discussed with all staff who are involved with the pupil.
- Staff receive Epi pen training delivered by the school nurse
- Where necessary and in agreement with parents and carers medicines are administered in school but only when a signed medical consent form is in place to ensure the safety of both child and staff member.
- All staff have basic first aid training, with one member of staff having full paediatric first aid training.

8) How will you help me to support my child's learning?

Parents receive information at the beginning of the term explaining topics to be covered. In addition, individual teachers send information home via class newsletters for their class and put information on the website. The school holds information evenings and workshops throughout the year to further support parents with their child's learning.

9) How will I be involved in discussion about and planning for my child's education?

All parents are encouraged to participate fully in their child's education. Parents of children with Special Educational Needs will always be involved with target setting, reviews and consultations with outside professionals. Reviews could be part of an Education, Health Care Plan, part of the Common Assessment Framework (CAF) or Early Support (ES)

10) How will my child be included in activities outside the classroom including school trips?

Risk assessments will be carried out as appropriate and reasonable adjustments will be made dependent on the individual's needs.

11) How accessible is the school environment?

All Hertfordshire schools will comply to the equality act 2010 and will make reasonable adjustments. The accessibility plan is updated according to needs.

12) Who can I contact for further information?

Contact details for the schools are published on the schools website. In addition to the class teacher , Special Educational Needs Coordinator, Head Teacher and Governors within the school, parents may contact a representative of Parent Partnership or the SEN officer for further advice.

13) How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Our school works closely with all settings at the time of transition. We have meetings for parents before children enter the school system. Extra visits can be arranged for pupils with SEN and our Special Educational Needs Coordinator works closely with parents. In the same way we work closely with secondary schools to ensure a smooth transition and the transfer of relevant information. Children with SEN are encouraged to have additional visits to their transfer school.

14) How are the school's resources allocated and matched to children's special educational needs?

Resources are carefully matched to a child's needs through careful on-going monitoring and assessment of the level of need. In exceptional circumstances additional funding can be applied for using Exceptional Needs Funding criteria.

15) How is the decision made about how much support my child will receive?

How much additional support a child will receive will be discussed in consultation with the class teacher, parents, Special Educational Needs Coordinator and Head Teacher to discuss what is appropriate. Outside professionals may be involved in these meetings and where appropriate your child may be encouraged to attend.

16) How can I find information about the Local Authority's Local Offer of services and provision for children and young people with Special Educational Needs and Disability?

Information about the Hertfordshire Local Authority Offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>