

SEN

Universal offer SEN (Special Educational Need)

General statement

Blenheim Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed.

All SEN provision is overseen and managed by the Senior Leadership team in school and is co-ordinated by the SENCO. The SLT monitor, review and evaluate all SEN provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEN funding for pupils receiving FFI funding (£6,000+) is being spent. Funding may for example be spent on additional services. As an example the school currently employs a Speech and Language Therapist and a Nurture Mentor for children who need this additional support.

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear Individual Learning and Health Care Plans are put in place and reviewed regularly. Key assessments are then made to ensure children are on track to meet targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress at parent's evenings and reviews. Where the child has more complex needs parents are also invited to annual reviews which may involve other professionals. Parents are always invited to request a meeting with the SENCO should concerns arise. Parents are encouraged to engage in supporting learning in different ways such as targeted homework.

An appropriate and accessible learning environment is provided within the schools means and confines of the building and is adapted where possible with additional funding, if available and necessary. The school has ramps to aid wheelchair access to some areas of school. There are 3 disabled toilets. Accessibility is always of prime importance when considering any building alterations.

Many staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEN such as autism, general learning difficulty and more complex needs. We have staff who have developed high levels of expertise in the delivery of Speech and Language Therapy and we run several groups to further develop the language skills of our children. High priority is given

to the emotional and social wellbeing of our children and we offer Nurture groups and 1/1 support for children who may benefit.

Support is sought from other agencies where necessary in order to maximise learning potential. We regularly engage with Occupational Health Service, CAMHS and the School Nursing Service. We have very close links with Local Authority services such as School Improvement, Educational Psychologists, Behaviour Support and the Complex Needs Team.

Services such as Attendance Support, Family Outreach Workers and Counselling and Therapeutic Services can all be accessed via our Family mentor Julie Kirk. The following School Policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of children-

Inclusion

Behaviour

Teaching and Learning

Safeguarding/Child Protection

Model Equalities Policy

To make an appointment to see the SENCO, Learning Mentor or Head teacher please ring the main school number 0113 2930808

Frequently asked questions from parents/carers

What do I do if I think my child may have special educational needs?

Parents may contact the SENCO's (Mrs Charlesworth-Russell, Mrs Carter), on 0113 2930808. Arrangements will be made for a meeting where school will listen carefully to concerns and put appropriate actions in place. This may involve signposting to other professionals if necessary.

How will school support my child?

The class teacher will plan an Individual Learning Plan which will be overseen by the SENCO and any other professionals involved with the child. The programme will be delivered by teachers and support staff and will be reviewed regularly by teachers and the SENCO, The contents of this programme will be shared with parents at parent consultation evenings or at reviews with the SENCO.

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

As well as an Individual Learning Plans, which would usually be delivered on a one to one basis, all children will have access to a curriculum which

is differentiated to challenge and meet individual needs. Children may also be grouped to access targeted support or specific resources

How will I know how well my child is doing and how will you help me support my child's learning?

In addition to normal reporting arrangements there will be Parent Consultation Evenings where there will be opportunities for parent/carers to discuss their child's progress with class teachers. Parent/carers themselves can be involved in supporting their child's education in consultation with the class teacher. This may involve special homework tasks or reinforcement of classroom strategies in the home.

School will always endeavour to offer parent training or learning events to aid this process and would welcome suggestions from parents.

What support will there be for my child's overall well-being?

Blenheim prides itself on having a caring and supportive ethos. We have an inclusion team who make sure children have the highest levels of pastoral care possible. This support may include sessions with our family mentor. We enjoy working partnerships, working with many agencies. All our staff are trained in Child Protection procedures and we also have two members of staff as well as the Head teacher who are specially designated to ensure the Safeguarding of all children.

What specialist services and expertise are available or accessed by the school?

Parents can feel confident when they approach school with a problem. Parents will be invited to air their concerns and from this school can access a range of services to provide support. This may involve referral to targeted resources such as counselling, TAMHS or family support. Where education is the issue our SENCO has access to specialists such as Educational Psychology, Speech and Language Therapists, Complex Needs Team and the STARS team (Autism). We recognise the importance of early diagnosis and intervention. We have close links with the School Nurse who is available to train staff when children have specific medical issues and links with many other support agencies.

What training are the staff supporting children with SEN having/had?

Our SENCO has attended the 'New SENCO' training provided by Leeds City Council entitled 'The Role of the SENCO in Managing SEN in an Inclusive School.' Our SENCO meets with the SENCOs of the other schools which make up the Lantern Learning Trust each half term to share good practice and discuss current issues.

Due to our employment of our own Speech and Language Therapist, many staff have become trained and specialised in the development of speech and language groups and the delivery of individual programmes of study.

Our Family mentor and support staff are skilled in behaviour management. Through in house training and input from outside providers we also have high levels of expertise in the understanding of behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area.

Staff have attended extra training to support their own learning and have become specialised in areas of need such as:

Autism

Dyslexia awareness

Spelling

Numicon

Speech and Language

Phonics

Reading Interventions

New curriculum

Restorative practice

Safe Working Practice

How will my child be included in activities outside the classroom?

At Blenheim Primary our aim is to ensure all children with SEN are able to access all activities and school trips enjoyed by their peers. Parent/carers may be involved in planning of activities to ensure safety and inclusion wherever possible. Most children with complex needs will attract extra high needs top up funding and this will be used where possible to employ staff 1/1 to promote independence but to also support with inclusion at all times.

How accessible is the school?

An appropriate and accessible learning environment is provided within the confines of the building and is adapted where possible with additional funding if necessary. Children who need additional specific equipment and facilities will have their needs met to the best of our ability sometimes through an application for additional funding

How will the school help my child on transfer to the next phase of education?

Transition arrangements and the involvement of child and parent in these arrangements are firmly established in the school. Nurture provision is planned to ensure children make all transitions smoothly and confidently

How are school resources allocated and matched to the children's SEN needs?

The school is funded on a national formula per pupil. If a child has SEN a block of £6000 can be allocated to school if they meet the criteria and are on the school's inclusion register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. This may take the form of a key worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum.

How is the decision made about what type and how much support my child will receive?

The SENCO will take advice from all professionals involved with the child alongside the views of parents and the child themselves if appropriate. The best package of support will be presented to the Head teacher and the Senior Leadership Team and will be implemented accordingly.

How are parents involved in the school and how can I be involved?

The Governing Body have the correct amount of parent governors to act as a link between the school and all parents. Parents are kept informed about teaching and other events through regular newsletters, open evenings and open days. The school holds information sessions to show parents our methods of teaching phonics, reading and maths. Parents are invited into the school for regular information sessions, celebration assemblies and various performances and concerts throughout the year.

Who can I contact for further information?

Who would be the first point of contact if

- a. a) I am considering applying for a place? Contact the office, who will direct you in the process.
- b. b) I wish to discuss something about my child? Contact the Class teacher
- c. c) I want information about other support services? Family Mentor, SENCO
- d. d) I want information about the local authority's Local Offer? SENCO

For further information about what Leeds City Council provides through its 'local offer' please follow this link

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>