**Special Educational Needs: Local Offer**

*Rattlesden School will make all reasonable endeavours to provide this support*

1. Who are the best people to talk to about additional support?

|  |  |
| --- | --- |
| * Class teacher
* SENCO: Mrs Jeffery
* Head Teacher: Mrs Ballam
 |  |

1. What is the current percentage of children with Special Educational Needs (SEN) in the school?

9%

1. How does the school identify children who may need SEN support?

|  |  |
| --- | --- |
| * A child has a Special Educational Need if he or she has a learning difficulty or disability that means 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 facilities of a kind generally provided for others of the same age in mainstream schools.
* Class assessments in Maths and English will identify children that may need extra support. SENCo and Headteacher offer advice on differentiation, quality first teaching and specific interventions that could be used to support those identified.
 |  |
| * + We have some diagnostic tools in school to help identify a range of needs. We are able to borrow resources from other schools in the area.
	+ The diagnostic tool we use are: Phonics and key words assessments; Salford Reading Test; Indicator tests for Dyslexia; British Dyslexia Screening (NESSY), Strengths and Difficulties and PHAB- phonological Assessment).
	+ We have the capability (with parental consent) to access outside agency support. For example, we can access outreach support as well support from an educational psychologist, speech and language therapist, CISS (County Inclusion Support Services), SENDAT (Priory Outreach) if we feel that is required. With parental permission, we are able to discuss the children concerned and the staff and children can be provided with supporting advice and strategies.
1. What are the different types of support available?
 |  |
|  |  |

|  |  |
| --- | --- |
| We assess each child and provide personalized support within three levels:* **Universal:**

We use assessments against National Curriculum Objectives, termly assessments in Maths and English to identify class, group and individual needs and targets and to inform reports, parents evenings, differentiation and quality first teaching. |  |
| * **Targeted:**

Year 2 phonics programSmall-group interventions and support |  |
| * **Specialist:**

|  |  |
| --- | --- |
|  Annual review for children on an EHC Plan or Statement |  |
|  Speech and Language Catch Up Literacy |
|  1:1 interventions: NESSY Reading and Spelling, Beat Dyslexia, Learning Mentor including sand therapy, lego therapy, Plus 1 and Power of 2, Toe by Toe, Precision, 5 minute Box. |

 |  |

1. How is extra support allocated to children?

|  |  |
| --- | --- |
| **SEN budget*** There is an allocated SEN budget for resourcing. The SENCO and Head Teacher manage this budget, depending on the needs of individuals or cohorts of children.
* The SENCO, senior leaders, teachers discuss, review and deploy staff and resources as appropriate. This support is reviewed regularly to ensure it is effective.
* TA’s are deployed to classes, individuals and interventions. This is flexible and all the staff understand that the need may be greater in some classes at different times.
 |  |

1. How will we measure the progress and review provision for your child?

|  |  |
| --- | --- |
| * Children with a statement of Special Educational Need or EHCP will have a yearly review of progress and attainment. The class teachers provide a report which is discussed and next steps agreed with parents and carers.
* Children who do not have a statement but who have additional needs will have a pupil profile and support plan which will have targets for the child. These will be reviewed by the class teacher, to ensure progress is being made and new targets a set as necessary. These will also be discussed with parents and carers termly.
* School assessment will be used to measure progress of any child receiving support to assess the effectiveness of the support and inform next steps.
* Our learning mentor or SENCO will complete regular observations and 1-1 sessions with children and their class teacher.

 |  |

1. How can I tell the school I am concerned about my child’s progress or wellbeing?

|  |  |
| --- | --- |
|  | * Your first step should be to speak to your child's class teacher. If you feel that additional support is needed beyond the universal level of provision, please speak to the Headteacher, Mrs Ballaam, or the Special Educational Needs Coordinator, Mrs Jeffery . 01449 736335 or admin@rattlesden.suffolk.sch.uk
 |

1. How will the school work with me as a parent in discussions about my child and their learning?

|  |  |
| --- | --- |
|  | * You are always welcome to make an appointment to see your child’s class teacher, the Headteacher or the SENCo. We take into account the wishes of yourself and your children and work with you to ensure that you are informed at all times. Regular parents evenings are held in terms 1 and 2, with written reports provided in term 3.
 |

* Each child on a profile and support plan will be given individual targets for their learning and parents and children are involved with the writing of their profile and are supported to help their child achieve those targets. You will be asked to attend a short meeting to discuss your child’s targets.
* Parent questionnaires are sent out to ensure that there is good communication between the school and parents and to make sure our system for supporting SEN

 children is effective.

How do we involve young people with SEN in discussions about their education and support?

|  |  |
| --- | --- |
|  | * We undertake Pupil Perception surveys to ensure that all children are clear on the support they should be given.
* We ask parents and children to contribute to the target setting. All children are made aware of their targets and what they need to do in order to achieve them. Where appropriate, children will be asked to attend progress meetings.
 |

1. How are adults in school helped to work with children with SEN and what training do they have?

|  |  |
| --- | --- |
|  | * SENCO offers advice on quality first teaching and differentiation. Senior managers undertake lesson observations and work scrutiny. SENCO offers advice on quality first teaching and differentiation.
* We have some specifically trained teachers and TAs (Elklan, learning mentor, Catch Up Literacy, Beat Dyslexia).
* All teachers and TA’s are encouraged to undertake professional development. The Headteacher and SENCo identify training needs through Performance Management and observation.

  |

1. How will the teaching and curriculum be adapted for my child with SEN?

|  |  |
| --- | --- |
| * Visual timetable
* Word banks
* Seat mats
* Writing frames
* Simplified texts/worksheets
* Visual aids
* Coloured paper or overlays (Irleens)
* Use of TA to support
* Differentiated tasks
* Use of ICT, e.g. touch typing
* Specialized pens/pencils
* Concrete materials
* Writing slopes
* We will follow advice from outreach support, agencies and specialists in order to support our SEN children.
 |   |

1. Who are the other people providing services to children with SEN?

|  |  |
| --- | --- |
| * Speech and Language Therapy
* Occupational therapy
* Educational psychology
* Physiotherapy
* SENDAT (Priory Support)
* CISS (behaviour support)
* DOT (Dyslexia Outreach)
 | *
 |

1. How is Rattlesden CofE primary Academy accessible to children with SEN?

|  |  |
| --- | --- |
| * The school site is accessible to adults and children in wheelchairs via the hall entrance, main school entrance and Willow and Maple outside doors.
* The hall can be accessed via a lift in the entrance hall.

Access to the playground is via the ramp to Beech Class.* Access to the disabled toilet is via the lift in the entrance hall.
 |   |

1. How will we support your child when they leave our school or move into another class?

|  |  |
| --- | --- |
| * We have transition processes in place between classes, key stages and schools.
* We work closely with the pre-school to ensure a smooth transition from pre-school to Reception, and undertake visits to other pre-schools when necessary. Children are invited for both formal and informal visits throughout the Summer term.
* We have transition processes in place between classes, key stages and schools. Class Teachers and SENCO keep a folder on all children needing extra support, with latest assessments and profiles and support plan. Teachers will meet to discuss targets, specific needs and strategies needed to ensure a smooth transition. The next teacher will usually meet with parents before the start of the term.
* At the end of Year 6 the majority of our children transfer to Thurston Community College. We have an extensive programme of transition in place and meetings are held between the SENCO at TCC and our Year 6 class teacher and SENCO to ensure a smooth transition for our SEN and vulnerable children.
 |   |

1. Where else can I find support information as a parent of a child with SEN?

|  |  |
| --- | --- |
|  | You can read our school polices on relevant issues and find out more information from other sources by clicking on the links below or visiting our website: www.rattlesdenprimaryschool.co.uk* Anti-bullying policy
* Behaviour policy
* Complaints procedure
* Equal opportunities
* Disability and equality policy
* SEN policy
* Looked After Children
* Medicine policy
* Medical conditions policy
* Parent partnership link
* SEN policy
* SEN code of practice

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years?utm_content=buffer2d659&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer> * Local authority local offer

<http://www.suffolklearning.co.uk/3-11-learning-teaching/special-education/send-> reform/local-offer |