

Mendlesham Primary School



Special Educational Needs Local Offer - September 2018 – September 2019

Who are the best people to talk to about my child's difficulties with learning/ Special Educational Needs and/or Disabilities?

Your child will receive help from different school staff depending on their individual needs. The information below will help you to understand who these people are and what role they play in your child's education. In general, the best person to talk to, as the first port of call, is your child's class teacher.

Who:	What they do:
Headteacher Mrs Sait and Consultant SENCo Mrs Stagg (Special Educational Needs Co-ordinator)	<ul style="list-style-type: none">• As Headteacher, Mrs Sait is responsible for all aspects of the day-to-day running of the school, including the provision of Special Educational Needs throughout the School. In this school, the headteacher is supported by a consultant SENCo.• Coordinates all the support for children with special educational needs and disabilities (SEND) and develop the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.• Ensures that parents are:<ul style="list-style-type: none">▪ involved in supporting your child's learning.▪ kept informed about the support your child is getting.▪ involved in reviewing how your child is progressing.▪ involved in planning ahead for your child.• Liaises with parents and all the other people who may be coming into school to help support a child's learning eg Speech and Language Therapy, Educational Psychologist etc.• Updates the school's SEND files to ensure that full records of all SEND children's progress and needs are kept.• Provides specialist support for teachers and support staff in the school so they can help all children with SEND to achieve the best possible progress in school.

Who:	What they do:
Your child's class teacher	<ul style="list-style-type: none"> • Ensures that their day-to-day teaching is always of the highest standard (known as Quality First Teaching or QFT). • Adapts the Curriculum to meet the needs of every child in their class (known as differentiation). • Tracks the progress of every child in their class in all areas of the Curriculum, so that they always know what their Curriculum levels are and how they are achieving and progressing in relation to what is expected of children of that age. • Ensures that any additional help within the classroom is provided eg adapting resources, reviewing work which has not been understood with individual children, giving children feedback what they need to do to progress etc. This may involve deploying additional adults in the classroom eg Teaching Assistants (TAs). • Writes Individual Support Plans (ISPs) or Individual Behaviour Plans (IBPs), and sharing them with parents. Ensure that these are followed in day-to-day teaching. • Works with parents to update them regularly on their child's progress and how they can help their child at home. • Liaises with the SENCo on a regular basis and for advice when needed. • Liaises with specialist staff eg Speech Therapist, Behaviour Support Staff etc to ensure that any programme of work set for a child is carried out with them. • Ensures that the school's SEND Policy is followed.

Other professionals	<ul style="list-style-type: none"> • Depending on a child's individual needs, professionals from outside Agencies may be involved in supporting a child both in and out of school by making a one off assessment, or by delivering a programme of specialist activities over a longer term. • These may include the following: Speech Therapists, Behaviour Support Service, Autistic Spectrum Disorder (ASD) Outreach Team, School Nurse, Educational Psychologist and others. • All of these professionals will liaise with both the school and parents on the child's progress and future needs.
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Who:	What they do:
Teaching Assistants (TAs)	<ul style="list-style-type: none"> • TAs may be deployed to support children in class on an individual, small group or general basis. Sometimes this is because a child has an Educational Health Care Plan (EHCP), or because a child is not progressing as well as the teacher would like to see, but does not have SEND. They are under the direction of the class teacher and carry out planned activities to ensure that children are able to access the teaching and learning at their level. • Keeps records on a day-to-day basis of the child's learning or behaviour if required by the class teacher. • TAs feed back to class teachers after each activity so that they know how children have got on, and also feed back to the children as to how they did at a particular task. • TAs may feed back to parents on some aspects of a child's work or behaviour in school, if this has been agreed with the class teacher.

Who:	What they do:
SEN Governor Mrs Gillian Orves	<ul style="list-style-type: none"> • Works closely with Mrs Sait to have an overview of the SEND provision in school. • Ensures that the school provides appropriate provision for children with SEND. • Through Mrs Sait, monitors the progress and achievement of children with SEND, to ensure that appropriate progress is being made. • Reports to the Full Governing Body (FGB) on SEND each term.

All children are entitled to receive teaching of the highest standard on a day-to-day basis (QFT – see above). However, for some children, particularly for children with SEND, this is not enough and they need **support which is 'different from and additional to' the rest of the class.** The following questions are designed to help you understand what this help is and how it is accessed.

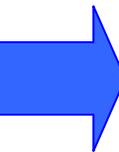
What should I do if I'm worried that my child is falling behind and might have special needs?

All children learn at different rates and in different ways, and some children find some aspect of learning easier or harder than others. Eg Maths, English, PE etc. Make an appointment to see your child's class teacher and explain your concerns to them. They will be able to discuss these with you and agree a way forward.

What types of support are available to my child if they have Special Educational Needs?

All extra support is based on:

- A child's specific individual needs.
- Information on the child.
- The expertise available in school.
- Advice from other professionals.



How will the school find out if my child has Special Educational Needs?

All teachers are very skilled at knowing whether a child is learning and progressing within the expect range for their age. If they have any concerns, these will be backed up by evidence in the form of information from yourself, everyday work produced by the child in class, teacher assessments, specialised tests etc. The teacher will explain to you the nature of your child's difficulty, what can be provided for them in school, and how you can help at home. This will not be a one-off discussion. The teacher will keep you informed regularly. An ISP or IBP (see above) may be written for your child to set out small targets that your child should aim to achieve with help from the school, home, and possibly from an outside Agency eg a Speech Therapist.

Examples of support available:

- Lessons adapted to suit your child's level of need.
- Equipment provided eg pencil grip, writing slope etc.
- Small group work or individual 1:1 support either inside or outside the classroom.
- 1:1 assessment by the SENCo or a professional from outside the school eg Educational Psychologist.
- 1:1 work with a professional from an outside Agency eg Speech Therapist, Behaviour Support Worker etc.

Will your school be able to meet my child's particular needs?

In most cases the school will be able to do so, although of course, there will be occasions when a mainstream primary school is not the right place for a child because of their particular needs.

If you are considering moving your child to our school, please make an appointment to talk to Mrs Sait about your child's needs. If your child is already in school, we will keep you informed and involved in what is being done for your child and how they are progressing.

Mendlesham Primary School is an inclusive school and we will always do our very best to meet a child's needs.

Is there anywhere that I can get support for myself or advice about my child's SEND needs and provision, apart from school?

If your child is being seen by an outside Agency, eg Speech Therapist, you will always be included in any feed back from them.

Some parents find the SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) very helpful. This is a confidential service for parents with questions of concerns about education:
Helpline no: 01473 265210

How will I know what is happening for my child and how they are getting on?

Your child's teacher is the main point of contact, and you will be kept up to date by them and Mrs Sait, through 1:1 regular meetings with school and other professionals, as well as any written reports being shared with you.

If your child has an ISP or an IBP, this will also be shared with you regularly.

Class teachers and Mrs Sait are always happy to talk to you informally about your child's progress.



If a child has SEND, they are added to the school's SEND Register.

- A child who has SEND is usually in the category of 'School Based Support', which means that their needs can be met by the school, sometimes working in partnership with outside professionals.
- A child with very complex additional needs may have an "Educational Health Care Plan (EHCP). This is likely to set out what additional support the child must receive to meet their needs, but there is no extra funding provided through having an EHCP. The EHCP must be applied for from the Local Authority (LA) through referral by the school or the parents/carers.