

Firle School Local Offer

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

When a child arrives in our school we liaise with their previous educational setting and with parents and carers. This may flag up any existing SEN provision or concerns. When in the class, if he or she displays any concerning problems or difficulties then an initial concern form will be completed and informal and formal assessments will be carried out in conjunction with the SEN team. These concerns may arise from observations, or from normal monitoring procedures. In addition to the usual assessment, there are specialist assessment tools which the SEN team use to explore the reasons for any difficulties. Parents and carers are consulted at every stage of this process and if you have a concern about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SEN team.

2. How will school staff support my child?

All children have differentiated quality first teaching. If a specific need is identified then the child may be involved in an intervention with a small group or in a one to one situation. You will be kept informed and asked to discuss every stage of your child's education with his/her class teacher. Any support or outside agency intervention would be explained in joint meetings with the class teacher and SEN team.

Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having special educational needs. The named SENCO for the school is **Liz Fitzpatrick**. A member of the Governing body, **Alex Gage**, takes particular interest in special educational needs.

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

Lessons are differentiated and apparatus and resources are provided to support individual needs. Each child is continually assessed to ensure that they are working at an appropriate level. When appropriate, bespoke interventions/programmes of study are put in place to match an individual child's needs. Our aim is provide exciting and stimulating lessons that can be accessed by all.

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

Your child's teacher is available for you to talk to informally, if needed, at the end of each day. We also have home/school communication books for those who find it difficult to be able to come in to school. Phone calls and e-mails are another method of communication. In addition to this, we hold regular parent meetings when you will be kept informed of your child's progress by agreeing and sharing your child's targets with the class teacher. For children with special needs IEPs (individual education plans) will also be shared and agreed at these meetings.

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

We aim to provide a caring and supportive environment in which to develop children's emotional and social well-being. We have a teaching assistant in charge of pastoral care and she provides 1 to 1 support for those children who need it. Children also take part in regular PSHE (personal, social and health education) lessons and circle times, where children can talk about issues that are important to them.

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

We access a variety of external support services and they play an important part in helping the school identify, assess and make provision for children with special education needs.

- Our school nurse gives the children developmental tests at different stages of their school life. She will also advise us about any medical/health related issues that arise.
- COPEs is a counselling service that we use to support children and parents who have emotional problems.
- Our attached Educational Psychologist will assess children and advise us on appropriate support.
- We have an ASD support worker who advises and supports us with our children on the autistic spectrum.
- We access the East Sussex Language and Learning Support Service who assess, advise us on and support children with specific literacy problems.
- ESBAS (East Sussex Behavioural and Attendance Service)
- East Sussex Speech and Language Service support and advise us on children with specific speech and language issues.

Before the school make any referral to a specialist service we will always gain your permission.

7. What training are the staff supporting children with SEND had or are having?

Every year we do an audit of training needs for staff taking into account school priorities and personal professional development. This year that has included;

- SENCo undertaking the national qualification for SEN
- TAs have all been trained in running 'Speed Up' - an intervention to support children who have problems with fine and gross motor control and therefore experience problems with handwriting.
- All staff had training in how to use 'Clicker' - a computer programme to support children who have literacy problems.
- INAs and TAs have had ASD awareness training.

Our SENTA has a dyslexia accreditation and is trained in running interventions and assessments such as 'Jump Ahead', Speech and Language Level 3, 'PLR', Speech and Language link, 'Bulls eye', 'Socially Speaking', Social Stories and the 'Alert' programme (for children with sensory anxiety needs.)

8. How will my child be included in activities outside the classroom including school trips?

The schools aim is to enable every child to participate as fully as possible in all elements of the wider curriculum including school trips and activities. We ensure that all children, when attending school trips and residential visits, have appropriate support. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity and appropriate provision will be put in place.

9. How accessible is the school environment?

Our school is fully fitted with auditory boards in every classroom- these improve the quality of the sound in classrooms supporting children with hearing aids and hearing impairments.

We have ramps and wheelchair access for all the classrooms in the school.

TEAL (Traveller and English as an Additional Language) support services can be accessed and will provide support and resources.

The school will meet with parents and carers to discuss individual needs prior to any placement in the school and appropriate provision will be put in place before the child starts.

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

When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or outside agencies already working with your child. If your child has an SEN case worker we will work with her/him to provide a smooth transition. For children with SEND we will arrange additional visits to the school and home visits. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

We will also put in place an early transition programme for children when transferring between phases. There is liaison between the new settings SEN department with support, if necessary, from the child's SEN caseworker.

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

- We allocate our budget to meet the learning needs of our children and this will vary from year to year.
- The Special Educational Needs (SEN) budget is allocated each financial year. Money is used to provide additional support or resources, depending on the need of the child.
- Additional provision may be provided after discussion with class teachers,
- TAs, or parents, or if a concern has been raised at a Pupil Progress Meeting. Resources may include deployment of staff.

12. How is the decision made about what type and how much support my child/young person will receive?

Every child's needs are assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school SENCo will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents.

13. Who can I contact for further information?

The first point of contact will always be your child's class teacher. The SENCO at this school is Liz Fitzpatrick and the Head teacher is Annie Noble. Both are available if further assistance is necessary.