



Special Educational Needs and Disability Local Offer

Reviewed and Updated
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Statement of Intent

Ledbury Primary School is an inclusive Values Based School. Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares **all** our pupils as confident, happy citizens, irrespective of their individual educational needs.

Our Vision - "Determined to Succeed"

Our Mission – At Ledbury Primary School we will all:

Achieve our Best Love life and learning

Be confident and happy

Show respect, responsibility and resilience

The school is required to work in line with the Special Educational Needs and Disability (SEND) Code of Practice (2014), which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010).

Some children may have a Special Educational Need, which could require additional resources and/or provision beyond that of the normal classroom. The school are committed to offering a range of support to those pupils with communication and interaction difficulties; cognition and learning difficulties; social, mental and emotional health problems; or sensory/physical needs.

The range of support deployed will be tailored to individual needs following thorough assessment.

The Local Offer - information for families on special educational needs and disabilities provided by Herefordshire Council

About the Local Offer

The Children and Families Act (2014) requires all local councils to set out a 'local offer' of the support available to assist children and young people, aged from birth to 25 years of age (and their families) who are disabled and/or have special educational needs.

The local offer should include information about:-

1. Education, health and social care services from birth to 25 years of age
2. Eligibility criteria to access specialist support services
3. The support arrangements available to help you access the services you need
4. How to make a complaint

The Local Offer is a one-stop-shop for parents, carers, family members and practitioners working with families to find the information they want about support and services for children with special educational needs and disabilities.

The school's Local Offer is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation. It has been produced in line with the Children and Families Act 2014, the updated Code of Practice, and the Equality Act 2010. The SEND Code of Practice (2014) defines a child as having Special educational needs if "they have a learning difficulty or disability which calls for special educational provision to

be made for him or her". A child is defined as having a learning difficulty or disability if 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 educational facilities of a kind generally provided for others of the same age in mainstream schools..."

Services available through Herefordshire Council can be found in their 'Local Offer' at: <https://www.talkcommunitydirectory.org/local-offer-special-educational-needs-and-disabilities-send>

How we define Special Educational Needs (SEN)?

We consider children to have special educational needs if they have difficulties that are additional to, and different from the majority of their peers of the same age.

We do not consider children as having a learning difficulty solely because they have English as an additional language (EAL), although we recognise that pupils with EAL may also have SEND.

How do we identify SEN?

- A concern may be raised by the parent/carer, teacher or the child.
- A pupil may have a diagnosis given by another professional (e.g. a paediatrician).
- We continually monitor pupils' progress and limited or slow progress will be recognised by the class teacher or SENCo as potentially identifying SEN.

What should I do if I think my child has SEN?

- The first point of contact should be with the child's class teacher. If a concern is raised about a pupil's progress, discussions will take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.
- You may also wish to contact the school SENCo, Mrs Kate Mason by making an appointment through the school office or telephoning her directly on 01531632790, or by e-mailing on kmason@ledbury.hereford.sch.uk

How will I know my child is being supported at Ledbury Primary School?

At Ledbury Primary School, we take a graduated approach to supporting all children.

The Graduated Approach

Stage 1 – Quality First Teaching:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- If a concern is raised about a pupil's progress, discussions should take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.
- Pupil Progress Meetings are used to monitor and assess the progress being made by pupils.

Stage 2:

- This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage 1.
- Pupils become Stage 2 if they have been assessed as being significantly behind their expected level for 3 consecutive half term assessment periods.

- At this stage the SENCo will seek consent from parents to assess a pupil, or refer to an external agency, to ascertain what the specific barriers to learning may be.
- Pupils will now be placed on the SEN Support Register, and an Individual Education Plan will be provided which will detail the specific provision that will be made.
- The IEP will detail all interventions that are being carried out across the school.
- It will be the responsibility of the SENCo to monitor the IEPs and school provision maps, the effectiveness of the provision and the progress of the pupils.

Stage 3:

- When a pupil has been identified as having SEN, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
- This may involve further consultation with external agencies who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
- The SENCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

How will I know how my child is getting on?

- We pride ourselves on the good relationships we build between parents, carers and other professionals in working together to meet the needs of the child.

What is an Education, Health and Care Plan?

- If a pupil has lifelong or significant difficulties, the School, family and/or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an 'Education, Health and Care Plan'. You can contact the SEN team on:
Telephone: **01432 260869** Email: **senteam@herefordshire.gov.uk**
- Further specialist provision may be put in place.
- The SENCo will be responsible for monitoring the provision, and for preparing the annual review that will take place for these pupils on a yearly basis.
- You can find additional, impartial support and advice from the Herefordshire Special Educational Needs and Disabilities Information and Advice Service (SENDIAS) on:

Telephone: **01432 260955** Email: **sendias@herefordshire.gov.uk**

How will transitions from one class to another be managed?

- The SENCo is responsible for planning all transitions for pupils with SEN.
- Carefully planned transitions take place between year groups at the end of every school year.
- For pupils with very specific needs, the SENCo will arrange to meet with the parents, teachers and any support staff involved with the child.
- Training will be arranged for staff who will be working with specific needs, especially medical ones.
- The SENCo will be involved with the transition process of SEN pupils to HighSchool.
- For in-year transitions, the SENCo will be part of the transition discussions, and may assess the current ability of new pupils to the school.
- When children start in Reception, visits are made to the nursery feeder settings and the SENCo liaises closely with parents and all the relevant agencies where a special educational need or disability has already been identified.

School Entitlement Offer – the categories of need and how we implement appropriate provision.

1. Pupils with additional needs		
Communication and Interaction	Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN)	• Consultation with specialists • ILPs • Small group interventions, such as Talk Boost and Teaching Talking • 1:1 support assistant (ASD) • Provision of CPD for staff • Nurturing ethos to maintain self-esteem • Individual visual timetables Staff trained in: Elklan Speech and Language Programme/ Talk Boost/Teaching Talking, RWI Outside agencies: Speech and Language Therapy Service (SALT), Educational Psychologist, Community Paediatrician
Cognition and Learning	Cognitive Ability: Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)	• Individual ILPs • Provision of CPD for staff • Consultation with specialists • Differentiated curriculum to meet education needs • Nurturing ethos to maintain self-esteem • Intervention programmes specific to needs, e.g. Read, Write, Inc, Lexia Staff trained in: OCR Certificate for Teachers of Learners with SpLD (Specific Learning Difficulties) CCET (Certificate of Competence in Educational Testing – validated by the British Psychological Society), Down Syndrome Awareness Outside agencies: Educational Psychologist

Social, Emotional and Mental Health	Emotional Well Being Social Behaviour Learning Behaviour (SEM)	• Pupil and Family Support Worker • Social Skills interventions • Use of school behaviour policy • Support from a counsellor and thrive practitioner • Home/school link book • 1:1 pastoral support programmes • Alternative curriculum provision, where necessary • 1:1 support, where appropriate, for personal care issues • 'Start of day' sessions to ease home/school transition • Designated LSP at play time and lunchtime • Support for parents (Triple P parenting programme) Staff trained in: Positive Handling Training (Team Teach), Emotion Coaching, Attachment Theory, Lead Mental Health First Aider Outside agencies: Educational Psychologist, Behaviour Team, Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC), School Counselling Sessions, School Nurse, Phoenix (Bereavement Service), Positive Parenting Groups
Sensory and/or Physical	Hearing Impairment (HI) Visual Impairment (VI) Physical / Health / Medical (PD)	• Local Authority Inclusion Team – advice on adaptations to be made, and resources/equipment that is required eg soundfield system • Access to Physiotherapists and Occupational Therapists on an individual basis (through referrals) • VI and HI specialist teachers visit pupils and provide advice to the school • Specialist equipment provided • CPD arranged for staff Staff trained in: Down Syndrome Awareness by the DSA Outside agencies: Child Development Centre (CDC), Occupational Therapy and Physiotherapy Teams Equipment specialists – to advise on and

		adjust specialist equipment
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In addition External agencies

The school works closely with many external agency providers, including:

- The English as an Additional Language team (EAL).
- For Looked After Children (LAC) the school works with the social care team, EDULAC team and Virtual Head.
- Gypsy, Roma and Traveller services.
- Child and Adolescent Mental Health Services (CAMHS).
- Local Health Services, including community and specialist nurses, Physiotherapists and Occupational Therapists.
- Educational Psychologist.
- Speech and Language Therapists.
- Young Carers.
- Behaviour Support Team.
- Inclusion Team.
- Education Welfare Team.
- Parent Partnership.
- Local Authority SEND team.

Staffing Expertise and training

All staff undergo internal training through staff meetings and INSET days.
All staff undergo Safeguarding training.
Some staff have been Team Teach trained (techniques for physical restraint)
SENCo: • National SENCo Award • BSc in Psychology (Registered with the British Psychological Society). • Level 5 certificate in Teaching children with Specific Learning Difficulties (dyslexia), Level 5 • Active member of the Wye Valley Learning Network SENCo group

What if I have a complaint about the school or an individual?

Our complaints policy outlines the process for making complaint. A copy of this is available on the school website or at the school office.

Glossary of terms:-

ASD/ASC – Autistic Spectrum Disorder/ Autistic Spectrum Condition CAMHS – Child and Adolescent Mental Health Service

EHCP – Education, Health and Care Plan EP – Educational Psychologist

ILP – Individual Learning Plan

LA – Local Authority (Herefordshire Council) SALT – Speech and Language Therapy

SENCO – Special Educational Needs Coordinator SEND – Special Educational Needs and Disabilities

SENDIAS – Special Educational Needs and Disabilities Information and Advice Service

LSP – Learning Support Practitioner (Teaching Assistant)

NB: This is a working document and is continually monitored and amended as necessary.