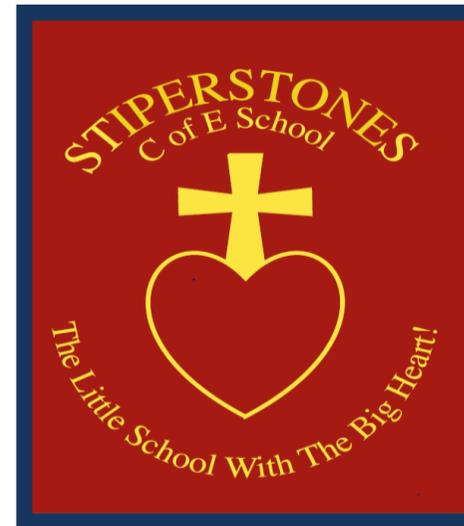
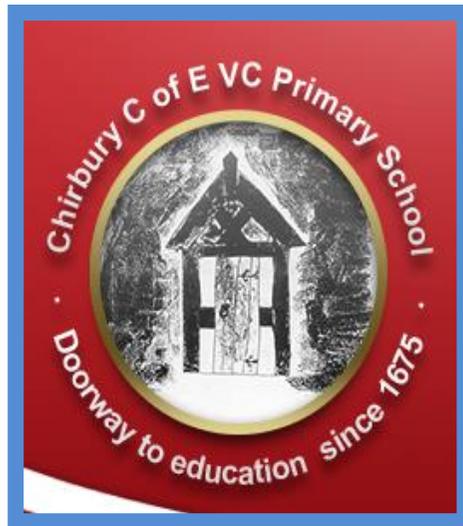


Chirbury & Stiperstones CE Federation



SEND Local Offer

General introduction page 3

People who support children with special educational needs / and or disabilities pages 3 - 5

Assessment process pages 5 - 7

**Communication
and interaction**

**Speech, language and
communication needs
page 8**

**Autistic Spectrum
Disorder page 10**

**Cognition and
learning**

**General / moderate
learning difficulties
page 12**

**Specific learning
difficulties e.g.
Dyscalcular, Dyslexia
page 13**

**Social, Mental and
Emotional Health
page 15**

**Sensory and/or
Physical**

**Hearing impaired
page 16**

**Visually Impaired
page 17**

**Physical Difficulties
page 18**

	<p>SEND Governor Mr Gary Holloway</p>	<p>The governing body are responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
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The Assessment process

<p>What will happen if the school has a concern about my child?</p>	<p>As a school we feel that it is important to support your child as soon as we identify that they require additional support. We as a school understand the importance of early intervention. Throughout the school year your child is assessed regularly by their class teacher. They will be assessed termly (based on the end of year statements described in the national curriculum) and they will also have more formal assessments such as SATS and standardised tests (these are used to give us a score which compares your child with the average level compared with a child of their age – the average score for an average child is 100) if the class teacher observes any concerns that they have regarding your child then they will ask you to come into school to discuss these. They will also discuss additional interventions and support that they intend to put in place for your child.</p>
<p>What can I do if I have a concern about my child?</p>	<p>Our Federation has an open door policy and we will always make the time to listen to your concerns at a mutually convenient time. If you would like to discuss your child with us then please either phone or come into school and make an appointment. Initial concerns should be discussed with your child’s class teacher and possibly the SENCo if this is appropriate.</p>
<p>How can the school access additional support for my child?</p>	<p>If your child’s class teacher still has concerns regarding your child then they will initially ask the school’s SENCo to observe your child and then possibly complete some simple assessments. Additional interventions will then be suggested to support your child or a recommendation that referral is made to an external agency, for example Severndale Outreach, the speech and language team or the occupational therapy team. These agencies will suggest additional ways that the school can support your child. External agencies will come back to assess your child if this is appropriate.</p>
<p>What will happen if my child is still not making the progress that you would</p>	<p>If, after your child has been assessed by an external agency and they continue not to make the progress that you would expect, then the school would consider applying for a statutory assessment (this is where your child has a range of physical and academic assessments to see if they would benefit from additional support to</p>

expect?	enhance the support they already receive within the classroom). If you and the school decide to go ahead with the statutory assessment process this will usually take around 26 weeks.
What will happen if my child is assessed and additional support is given?	If the LA (local authority) decides that your child would benefit from additional support, then an Education, Health and Care Plan would be written. This is a document that discusses your child and provides the school and other professionals with additional strategies to support your child. It includes targets that your child is working towards and also it offers suggestions for other strategies that would be beneficial such as additional adult support or specific intervention programmes.
If my child has an Education, Health and Care Plan (EHCP) how will this be reviewed and monitored?	If your child has a EHCP then each term this is reviewed during a meeting between yourselves and the school; Annually there will be a full review possibly involving other professionals who support your child. The purpose of the meeting is so we can see the progress that your child is making towards their long term targets and also if there is an amendment to the EHCP, for example if they no longer need additional support during lunch times, then this is a time when this can be suggested. Your views are an important part of this meeting and these are recorded. An annual review can be arranged at any point during the year if it is felt that there is something that is significantly affecting the child, for example a transition into a new class or school.
How will I be informed about the progress that my child is making?	You will be informed about your child's progress through parents evening meetings and also through the yearly report which is sent out to all parents. Your child may also have an IEP (individual education plan) and this is reviewed regularly so you can see the progress that your child has made against these targets. If you have any concerns we would welcome you making an appointment to come in and talk to us (this so we can give you our full attention and also so we can make sure that all the staff that need to be part of the meeting are available).
How will my child's thoughts and feelings be recorded?	Your child's thoughts are recorded throughout the assessment process as their ideas are recorded on any referral forms that are completed and also as part of the annual review process. Your child will also be part of the IEP reviews as we always take into consideration the progress that they feel they have made and also what they feel there next steps will be.
What happens when my child moves into the next class or onto secondary school?	The staff work closely together throughout both schools, so we can reduce the amount of anxiety that children may feel as they move from one class to the next. The pre-school are used to working with older children as they come over to the main school each day for lunch and regularly join KS1 for other activities including Wellie Wednesday. They also have 2 or 3 taster days before they move into this class. . The children who move into KS2 also have the opportunity for several taster sessions, which can last for part of a day or a whole day depending on the activity. When your child moves onto secondary school they will have their own transition depending on what they

	require so for example they may visit the school without the rest of their year and be shown around the school by a year 7 pupil that they are familiar with or they may be part of a specific transition programme.
What can I do if I feel that the school is not providing the best support for my child?	If you have a concern regarding your child you should discuss this with your child's teacher firstly or with the head teacher. A meeting would then be arranged and we would try to resolve any concerns that you have. If after this discussion you are still concerned then we would refer you onto the chair of governors and you would then follow the complaints procedure as outlined in the complaints policy.

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to the speech and language team. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores 	<ul style="list-style-type: none"> • Children with speech and language difficulties are encouraged to learn to read by recognising whole words alongside learning to read and spell using their phonological knowledge. • Staff model correct uses of language by subtle repetition. Pupils are not expected to repeat the phrase using an adult's language. • Children are pre-taught new vocabulary and topic words before they encounter them within the classroom. • Children are encouraged to share their ideas with others within the classroom. They begin by talking about areas of interest to them 	<ul style="list-style-type: none"> • Following specific interventions as suggested by the speech and language team. • SALLEY - this is an intervention programme which focuses on the skills of listening and also early phonological skills.

<p>and national assessments such as SATs and the year 1 phonic screening.</p> <ul style="list-style-type: none">• If pupils have a EHCP then they have yearly annual reviews to review their progress.	<p>though activities such as show and tell and then they are encouraged to contribute within small group discussions. Once they are secure with sharing their ideas within a small group they are encouraged to share their ideas within the whole class.</p>	
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2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer the pupils to an outside agency such as Woodlands Outreach. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or a TAC (Team around the child) meeting is called. • If appropriate then a Conner's questionnaire will be completed by the parents and the school team. This will initiate a referral to CAMHs (child and adolescent mental health) and possibly a formal diagnosis. • Parents can also refer their child for 	<ul style="list-style-type: none"> • Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routines. • Pupils are pre-taught new vocabulary before they are exposed to it within the classroom. • The anxiety levels of the pupils are monitored and subtle intervention is put in place before pupils become anxious. • Pupils are given instructions and requests using straight forward language and instructions are given in smaller chunks. 	<ul style="list-style-type: none"> • Social stories / comic strip conversations. • Circle of friends • Visual timetables • Quiet / special places offered for reflection

<p>assessment into ASD (Autistic Spectrum Disorder) traits by visiting their GP.</p> <ul style="list-style-type: none">• If appropriate a request for statutory assessment is made and additional interventions and strategies are put into place to support the pupils.• Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening.• If pupils have a EHCP, then their progress is reviewed annually through the annual review process.		
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Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as Severndale outreach. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. • If pupils have a EHCP then they have 	<ul style="list-style-type: none"> • Pupils are encouraged to work within small groups with the support of an additional adult. • Pupils are given work which is carefully differentiated and pupils are put into ability groups when appropriate. • Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. • Specific interventions are put into place to aid pupils to develop the skills that they require to be able to access the curriculum. 	<ul style="list-style-type: none"> • Additional spelling practice • Daily reading and reading comprehension • Rapid reading scheme • Letters and sounds programme • SALLEY - this is an intervention programme which focuses on the skills of listening and also early phonological skills. • Touch typing activities such as dance mat from the BBC website. • Individual programmes to develop mathematical understanding.

yearly annual reviews to review their progress.		
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2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as Severndale outreach. • For some pupils an assessment with an educational psychologist is requested. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or 	<ul style="list-style-type: none"> • Pupils are encouraged to work with an adult within a small group when appropriate. For some activities pupils are grouped within ability groups. • Pupils receive specific interventions to aid them with acquiring the skills that they need to be able to access the curriculum. Pupils are encouraged to work within the classroom with subtle support. • Pupils are encouraged to develop their own strategies to help them overcome the difficulties that they have, for example learning a mnemonic to aid with remembering spellings. • Pupils are encouraged to access 	<ul style="list-style-type: none"> • Toe by Toe • Word Wasp • Rapid reading scheme • Pen friend • Numicon • Wave 3 / Spring board materials • SALLEY - this is an intervention programme which focuses on the skills of listening and also early phonological skills. • Use of a Kindle for reading (the font and number of words can be changed to make the text more accessible). • Memory activities such as

<p>statutory assessment is requested.</p> <ul style="list-style-type: none"> • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. • If pupils have an EHCP then they have yearly annual reviews to review their progress. 	<p>resources to support their learning such as word banks, ACE dictionaries, number lines etc.</p> <ul style="list-style-type: none"> • Pupils are given the opportunities to revisit concepts more frequently than other pupils to ensure that pupils are secure with concepts. 	<p>pellmanism, use of ICT games.</p> <ul style="list-style-type: none"> • Touch typing activities such as dance mat from the BBC website. • Coloured overlays / reading rulers. • Alphabet ARC activities.
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Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or referral will be made through an early help assessment form. • If appropriate then a referral will be made to CAHMs (child and adolescent mental health) or counselling services. • Parents can also referral their child for assessments or to raise concerns by visiting their GP. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. 	<ul style="list-style-type: none"> • Pupils are encouraged to work with others within a small group with the support of an adult. • Pupils are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers. • Pupils are provided with clear guidance and expectations for expected behaviours. All staff are aware of these and reinforce the same consistent expectations. • Parents are aware of the behavioural expectations that we have so they can reinforce these at home. This helps to provide the pupil with a consistent approach. 	<ul style="list-style-type: none"> • Anger management • Quiet / special places offered for reflection • Circle of friends

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the sensory inclusion team. • Parents can also request an assessment by visiting their GP. • Pupils are given regularly reviewed and assessed by the sensory inclusion team. They also monitor their hearing aids and ensure that they are working adequately and replace any parts that are no longer working. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as 	<ul style="list-style-type: none"> • Pupils usually work within a small group with the subtle support of an adult. • The adult will repeat the ideas and comments of other children when the class are discussing ideas, in a clear and audible voice. • Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. • Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them. 	<ul style="list-style-type: none"> • Ensuring pupils sit near the front of the classroom. • Following advice from sensory inclusion. • Pupils encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if this is suggested by the sensory inclusion team.

SATs and the year 1 phonic screening.		
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2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Pupils are monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician. • For pupils with significant impairments a request is made with the sensory inclusion team. This is usually requested by the child’s optician or by an optometrist. • Pupils are given regularly reviewed and assessed by the sensory inclusion team. Additional strategies and interventions are suggested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic 	<ul style="list-style-type: none"> • Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. • Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of what is to be displayed. • If pupils have a significant visual impairment, then the teacher will ensure that furniture and resources stay in expected locations so they are easy to find. 	<ul style="list-style-type: none"> • Providing pupils with documents which use a larger font. • Using different coloured paper to print worksheets and tasks onto. • Using coloured overlays / reading rulers.

screening.		
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3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Parents are best placed to advise us about the specific physical needs of their child. We therefore rely upon good communication between home and school to ensure that concerns about the child are addressed promptly. • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the occupational therapy team. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit with the rest of their class or small group to listen to the ideas of others. They will either have a fidget toy to keep them focused or an adult to sit near to them to keep them on task. • Pupils are provided with resources such as pencil grips, lap tops etc. so they are able to write about their own ideas. • When the pupils are completing physical activities such as P.E. or outdoor learning, they are encouraged to participate in the same way as their peers. If this is 	<ul style="list-style-type: none"> • Cool Kids • Teoderescu • Pre-writing skills such as using tweezers, using mazes etc. • Pencil grips / tri-grip pencils • Lap tops • Dance mat touch typing programme • Wobble cushions • Fidget toys • Interventions as suggested by the occupational therapy team

<ul style="list-style-type: none"> • An assessment with the occupational therapy team will be undertaken if appropriate and then additional strategies will be implemented. • Parents can also request an assessment with the occupational therapy team by visiting their GP. • If appropriate a request for statutory assessment is made and additional interventions and strategies are put into place to support the pupils. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. • If pupils have a EHCP then they have yearly annual reviews to review their progress. • If pupils have a statement of special educational need then they have yearly annual reviews to review their progress. 	<p>not possible then they are given different resources such as large balls in PE or the subtle support of an adult so they are able to participate.</p> <ul style="list-style-type: none"> • When the pupils are using tools and resources the appropriate use of these are modelled by an adult and specialist tools are used if appropriate. 	
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