

The Local Offer: Support for children with Special Educational Needs or Disabilities at  
Rumboldswyke Church of England Infants' School

**Back ground: The Children and Families Act 2014**

The Children and Families Act 2014 takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan (EHCP)
- Extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need
- Improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together

**What is the 'Local Offer'?**

The Local Offer is a key requirement of the government reforms within the Children and families Act 2014. Each local Authority is required to collaborate with children and young people with Special Educational Needs or Disabilities (SEND) and those caring for them, to co-produce a Local Offer. This offer will provide information about the services available to support disabled children and children with SEND and their families and demonstrate how these services can be accessed and what can be expected from them. Each school is required to contribute to this offer by publishing the details of how they endeavour to support and enhance the learning experience for pupils with SEND. The intention is that this easy to understand information will set out what you and your child can expect from the school, in response to the individual attributes and challenges they face. In order to communicate this offer effectively, 14 questions have been devised in consultation with parents, carers and other agencies. These questions reflect their concerns and interests and the answers to them are intended to provide the essential information you need to plan for the best learning experience for your child.

Whilst providing useful information, we are aware that the answer to these questions cannot replace the understanding you will gain from a visit to the school and discussion with the school Special Educational Needs Co-ordinator (SENCo). We welcome visits to the school and the opportunity to meet your child, discuss their particular strengths and the challenges they might face.

## Rumboldswyke Church of England Infants' School Local Offer

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

Pupils' progress is assessed and monitored throughout their school career by class teachers; the senior leadership team, the SENCo and Governors. Teachers collect data using various tools including assessing Early Years Early Learning Goals, pupil progress and standard attainment tests. This assessment data is both moderated and analysed to create a detailed picture of the progress, attainment and targets for each pupil. If expected progress is not being made, additional in-class support is offered. This support is identified in planning and progress is closely monitored. Often this is sufficient to bridge the gap; however some pupils require further support and intervention.

If this is the case we will talk with you to agree the next steps. Various screening checks are available to help us identify areas of strength and specific gaps in learning. This can be completed by the SEND team in school or through the involvement of outside agencies such as the Educational Psychology Service, Speech and Language Therapist or Learning Inclusion Team, according to the child's identified needs. Through assessment and observation, a detailed picture of the pupil's learning needs can be established, which is used to inform the delivery of suitable support or intervention.

### 2. How will the school support my child?

In order to help children who have special educational needs, the school will adopt a response that matches the child's needs and may bring in specialist expertise to help address the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children.

The pathway to additional support is likely to be different for each pupil as their needs change as they progress through school and therefore identification takes place at different points in their school life.

Having identified a child's individual learning needs they are matched to specific interventions which will provide additional support and personalised learning opportunities. The impact of these individual and group interventions are evaluated each term to ensure pupils make the best progress they are capable of.

This targeted provision is planned, delivered and monitored by the SEND team including the SENCo, Higher Level Teaching Assistants (HLTAs) and Learning Mentor, as well as class teachers and Learning Support Assistants (LSAs). SEND provision is recorded and monitored using an individual learning plan. All children are involved with, and supported in their own target setting process.

The school's governing body are involved in supporting children identified with additional needs and are responsible in the following ways:

- To do their best to secure that the necessary provision is made for any pupil who has a special educational need
- To secure that, where the 'responsible person' - the Headteacher or the appropriate Governor - has been informed by the Local Authority (LA) that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA

- To ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- To have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs
- To uphold the complaints procedure if necessary
- To evaluate SEND provision annually in Head Teacher's report to full Governing Body
- Ensures a SEND Governor monitors the SEND provision regularly and reports to governors
- To ensuring the accessibility plan is monitored and updated, liaising with the LA where necessary

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

Quality teaching is essential to meet the needs of all children. Thorough, appropriately differentiated planning is used to support the learning needs of all pupils and will involve a range of learning styles, targeted LSA support, teacher guided groups and the use of effective learning resources and ongoing assessment for learning.

The range of resources that are available is considerable and can range from everyday equipment to specialist resources. A range of out of class interventions are also used in school to support learning when class based action does not fully meet a pupil's learning needs.

The Staff and Governors of Rumboldswyke Church of England Infants' School believe that children learn best when everyone who contributes to their education work as partners. Therefore they believe that the School Aims apply to all governors, staff, children and families who are part of the school. Our school aims are:

- To create within our school community a welcoming, happy and purposeful learning environment in which everyone feels safe and secure.
- To encourage the children's independence and self-esteem so they learn to believe in themselves, becoming autonomous learners and reaching their full potential in all areas of life.
- To help them develop confidence in their own ability, eager to try new activities and challenges and be able to make informed choices.
- To help them develop lively, enquiring minds and the ability to question, discuss rationally and to apply themselves to given tasks and to learning new skills within a framework of self-discipline.
- To help them to be well adjusted, develop qualities of sensitivity towards others and be able to conform to acceptable patterns of behaviour and recognise what patterns are appropriate at different times and places.
- To nurture their own spirituality, encourage respect for religious and moral values and also to learn tolerance of other people, their cultures and their beliefs.
- To help them develop their awareness and appreciation of the world through the creative arts, and nurture their own creativity.
- Through all of these we aim to help them understand and appreciate the world in which we live.

In all our work we aim to achieve the five outcomes of the Every Child Matters agenda for each child ie they will be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being.

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

An overview of your child's topic plan is published at the start of each term. This overview includes specific information about the steps you can take to support your child through the topic. We hold regular teacher-parent consultations to review the progress and attainment your child has made and agree future targets together.

If you have minor concerns, the headteacher, class teachers and the SENCo are available for informal discussions. If you have more significant concerns you will need to make an appointment with the appropriate member of staff to ensure they are available and have the correct information to hand.

The school's SENCo holds weekly 'drop-in' sessions in order to meet with anyone who has concerns or requires clarification about the provision for their child; including those whose child is not recorded as requiring specific SEN support.

A Parent Carer Forum will be held termly for all parents as a tea and chat session when the SENCo and Headteacher will also be available for discussions.

If your child has a statement of SEN or an Education Health and Care Plan, an annual review will be held to consider the impact of current provision and future plans.

Some pupils benefit from regular communication between home and school and a home-school communication book is used to record significant events and achievements. This also helps to provide a consistent approach in both settings.

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

The safety and well being of all pupils forms the foundation of all we do in school. We strive to see each child reach their potential in an environment where they know they are safe, valued and accepted. As a team, the experienced teachers, support staff, learning mentor and Senior Leadership Team work to create an ethos where pupils want to learn and achieve and where they know they are supported and encouraged as they face different challenges.

Our first school aim is to "create within the school a welcoming, happy and purposeful learning environment in which the children feel secure." To be able to do this we need to establish a framework of discipline and expectations of behaviour. Our Behaviour Policy is available on our website and is reviewed regularly.

All children identified with additional needs are requested to complete a 'one-page profile' with support from their parent/carer. The one-page profile includes information about likes, dislikes and areas which the child finds more challenging. With this information we endeavour to use a more personal approach towards every child and be sensitive to individual needs.

All staff, governors, parents/carers and members of the Rumboldswyke Church of England Infants' School community will be made aware of and have access to the Medicines in School Policy. Establishment staff do not have a statutory duty to give medicines or medical treatment. However medicines will be administered to enable the inclusion of pupils with medical needs and to enable regular attendance of all pupils. Furthermore, in an emergency all teachers and other staff in charge of children have a common law duty of care to act for the health and safety of a child in their care - this might mean giving medicines or medical care. For more information on medical care please refer to our 'Managing Medicines Policy'.

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

Our inclusion statements says; *"Rumboldswyke Church of England Infants' is an inclusive school. The Headteacher, Governors and all the staff will ensure that the individual needs of all pupils, especially those with Special Educational Needs, disability and from different racial backgrounds are met in full.*

*All pupils will have the right of entitlement to equal access, equal opportunities and equal benefit from participating in every area and aspect of the school's life.*

*It will be the duty of everyone to be aware and actively promote the principles of inclusive education, challenging any discrimination and celebrating differences."*

Agencies we currently work together with include...

**Health services:** Including Speech and Language Therapy, Occupational Therapy, Physiotherapy, Clinical Psychology, School Nurses and Child and Adolescent Mental Health Service (CAMHS),

**Education services:** Educational Psychology Services, SEN team, Inclusion Support, Social Communication Team,

**Social Care:** Integrated Services, Children and Young Peoples Planning Forum, Social Services, Family Link worker, Family Resources Team,

**Parent/Carer support:** Parent Partnership, Think Family

**SEN support:** National Association For Special Educational Needs, The Autistic Society

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

Each staff member undergoes a program of continual professional development. This includes in-service training days, performance management reviews, lesson observation, work scrutiny and staff meetings. In addition, training in the following areas has been completed:

Child Protection

Safeguarding

Speech and Language therapy

Creating a Communication Friendly Classroom

Jump Ahead - physical development program

Team Teach - positive handling training to manage and deescalate challenging behaviour

Makaton signing

English as an additional Language

Numicon maths system

Synthetic Phonics

Narrative therapy

Visits to other settings

Speech and Language

Autism Awareness including writing social stories

Positive Playtimes

Effective Strategies for the playground

Bereavement Support

Emotional Support

Attachment Difficulties

First Aid and managing medicines

Epi-Pen Training for children with severe allergies

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

The school is committed to providing effective learning opportunities for all pupils. As outlined in the New Code of Practice (2014), the school aims to:

"Use our best endeavours to make sure that a child with SEN gets the support they need - this means doing everything we can to meet children and young people's SEN

Ensure that children and young people with SEN engage in the activities of our school alongside pupils who do not have SEN".

This is made explicit in our accessibility plan. *"At Rumboldswyke we believe that all pupils are entitled to a broad, balanced and differentiated curriculum. The differing needs of all pupils are addressed by recognition of equal opportunities in every area of school life. Early and continuing parental involvement is fostered to meet the educational needs of the children in partnership with the school staff and Local Authority."*

Staff will communicate regularly with the parents of pupils with additional needs and seek the views of the pupils themselves on a regular basis. Parents / carers and pupils will be involved, for example in review meetings and transition planning. All pupils will be encouraged to take part in the school and class councils and if necessary adult support will be provided to enable this to happen.

The views of all stakeholders with additional needs will be considered when reviewing or creating school policies and procedures. They will be invited to take part in the development and monitoring of our schemes and action plans.

#### **9. How accessible is the school?**

On arrival at the school there is a disabled parking bay available. The school building is accessible to wheelchair users as it is a single story building with level access and wide entrance doors. There is one disabled toilet facility for staff, visitors and pupils. We also have an accessibility step with handles available for use in the classroom toilets. Our outside area has a smooth surface pathway all around the field and the tower has steps with handles in addition to the climbing wall in order to make it more accessible.

Some of the school staff have completed training in Makaton signing. We work closely with the social communication, sensory support and occupational therapy teams to ensure appropriate accessibility for all.

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

When a child joins the school, a transition program appropriate to their needs is devised, in consultation with the pupil, parents, carers and school.

For many, a single pre-visit and information pack is all they require before starting at the school. Others may require one or more of the following; visits to their pre-school by teaching / support staff, additional visits to Rumboldswyke, a social story or a graduated timetable upon joining. It may be deemed appropriate to write an individual transition programme in consultation with those concerned to reduce potential anxiety, uncertainty and distress. This process is supported by obtaining the relevant information from all parties to support the pupils and maintain levels of progress and attainment.

Transition to the next setting will follow a similar pattern of pre-visits, information sharing and a graduated transition.

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

The Headteacher and Governors allocate the resources for all pupils bearing in mind the budget allowance. Class teachers, subject leaders and the SEND team allocate specific learning resources. The specific allocation of resources is dictated by individual need and the statutory requirements of a statement of SEN or EHCP. The guiding principle is for all pupils to be able to access their learning effectively and by so doing make good progress.

Effective and open communication between all stakeholders is fundamental for the successful realisation of this principle, with the desired outcomes for the pupil at the centre.

On transition to Central Church of England Junior School, the Year 2 and 3 teachers hold a meeting to discuss the pupils. An additional meeting is held between the schools' SENCOs in order to discuss

children with additional needs. Visits to the new Year 3 classes are held in the summer term. Some children may require additional visits during the summer term which are organised between the two schools. These additional visits support the transition between schools and help the children become more familiar with their new environment.

#### **12. How are the decisions made about what type and how much support my child will receive?**

Having identified the strengths and gaps in learning, the desired outcomes for your child is the starting point for making decisions about the types of support they will receive. With an agreed set of outcomes in place, the support, resources and time scales required to realise those outcomes can be established together. Regular discussions between the Headteacher, SENCo and class teachers ensure that sufficient support is in place and the level of support is appropriate for individual children.

#### **13. How are parents involved in the school? How can I be involved?**

Parents play a vital role in the life of the school as Governors, Associated Friends of Rumboldswyke School (AFRS), readers, supporting pupils 1:1, meal supervisors, volunteers on school trips and more. The termly parent/career forum provides an opportunity for parents to chat to each other or with staff from the school.

#### **14. Who can I contact for further information?**

School staff can be contacted in the following ways.

**Address:**

Rumboldswyke Church of England Infants' School, Rumbolds Close, Chichester, West Sussex, PO19 7UA

**Telephone:**

01243 782368

**Email:**

[office@rumboldswyke.w-sussex.sch.uk](mailto:office@rumboldswyke.w-sussex.sch.uk)

**Website:**

[www.rumboldswyke.w-sussex.sch.uk](http://www.rumboldswyke.w-sussex.sch.uk)

**There are many SEN terms that are abbreviated and can be confusing. This is a list of the most commonly used abbreviations you may hear.**

**ADD**

Attention Deficit Disorder

**ADHD**

Attention Deficit & Hyperactivity Disorder

**ASD**

Autistic Spectrum Disorder. Pupils who may find it difficult to understand and use non-verbal and verbal communication

**Asperger's syndrome**

Pupils on the autism spectrum and are higher functioning

**BESD**

Behavioural, Emotional and Social Difficulty. Pupils whose behaviour or social needs present a barrier to learning

**CAF**

Common Assessment Framework

**CAMHS**

Child & Adolescent Mental Health Service

**CASPA**

Comparative & Analysis Special Pupil Attainment

**CF**

Cystic Fibrosis

**COP**

Code of Practice

**CP**

Child Protection

**DCD**

Development Co-ordination Difficulty. also termed Dyspraxia

**Dyscalculia**

Pupils having difficulty in acquiring mathematical skills

**Dyslexia**

Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

**Dyspraxia**

Pupils with impairment of gross and fine motor skills

**EAL**

English as an additional Language

**ECC**

Every Child Counts - Maths intervention led by specialist ECC trained teacher

**EHCP**

Education, Health and Care Plan

**EMAT**

Ethnic Minority Achievement Team

**EPS**

Educational Psychology Service

**EWO**

Educational Welfare Officer



**FSM**

Free School Meals

**GEP**

Group Education Plan

**HI**

Hearing Impaired

**HLTA**

Higher Level Teaching Assistant

**IEP**

Individual education plan

**Inclusion**

School provides flexible curriculum and increased capacity to meet needs of all pupils

**Integration**

Where a child fits into existing school provision and curriculum

**KS**

Key Stage

**LA**

Local Authority

**LAC**

Looked After Child

**LM**

Learning Mentor - Teaching assistant who has undergone specialist training to equip pupils to access the curriculum more effectively; working through social, emotional and behavioural challenges.

**PSP**

Pastoral Support Programme

**PPI**

Pupil Premium Indicator

**MLD**

Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

**NASEN**

National Association for Special Educational Needs

NC National Curriculum

**Ofsted**

Office for Standards in Education

**OT**

Occupational Therapist

**P Scales**

Performance descriptors. A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum

**PD**

Physical Disability

**Portage**

Home-based pre-school education for children with development delay, disabilities or any other special educational needs

**PPI**

Pupil Premium Indicator

**PSP**

Pastoral Support Programme

**SA**

School Action

**SA+**

School Action Plus

**SALT**

Speech and Language Therapist

**SEN Code of Practice**

Practical guidance to LEAs and the governing bodies of all maintained schools

**SEND**

Special Educational Needs and Disabilities

**SENCo**

Special Educational Needs Co-ordinator

**SENS**

Special Educational Needs Support. The single category that replaces the tiered system of School Action, School Action Plus and Statement.

**SLCN**

Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

**SpLD**

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

**Statement of Special Educational Needs**

Legally enforceable document that describes the special educational needs of the child and how these needs will be met

**Statutory Assessment**

Multi-disciplinary assessment by the LA of a child's educational need

**SSS**

Specialist Support Service

**STS**

Specialist Teaching Service

**TA/LSA**

Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff

**TES**

Traveller Educational Service

**VI**

Visually Impaired