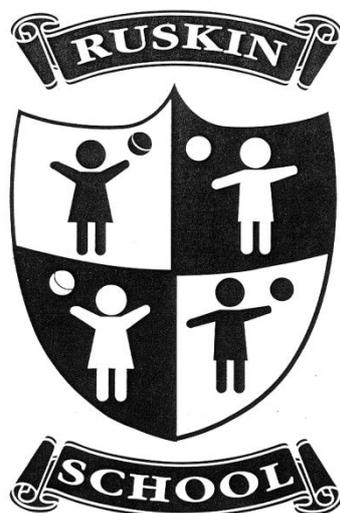


# **Ruskin Infant School and Nursery**



## **SPECIAL EDUCATIONAL NEEDS & DISABILITY INFORMATION:**

### **THE LOCAL OFFER**

**Written by: Nikki Barker**

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# Special Educational Needs and Disability Information: The Local Offer

## Ruskin Infant School and Nursery School

The SEND Subject Leader is:  
Mrs Nikki Barker

### Roles and Responsibilities of the Special Educational Needs and Disabilities Subject Leader (SENDSL)

Our SENDSL is responsible for the operation of the Special Educational Needs Policy and coordination of the specific provision made to support individual children with SEND. The SENDSL liaises with the Head Teacher and a wide range of staff to monitor pupil progress and plans for further interventions where progress is slower than expected. The SENDSL regularly makes and maintains contact with a wide range of external agencies that are able to give more specialised support.

If you have any concerns regarding SEND matters you shouldn't hesitate to contact the school on: 01933 675430

### Current SEND Updates

#### What is Pupil Premium?

Pupil Premium was introduced in April 2011 and is allocated to schools to fund work with pupils who have been registered for FSM at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. In the EYFS and Key Stage 1 this will be eligible families

### Why was it introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils' who need it most.

### Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives FSM. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

### How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make though:

- The new OFSTED inspection framework, under which inspectors focus on the progress and attainment of pupil groups, in particular those who attract Pupil Premium.
- The performance tables which show the performance of disadvantaged pupils compared with their peers.

## The Local Offer

### What is the local offer?

The local offer was first introduced in the Green Paper (March 2011) as "a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child"

### The Local Offer in Northamptonshire [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)

The local offer will:

- Improve choice and transparency for families
- Help professionals to understand the range of services and provision available locally
- Improve joint commissioning arrangements for services by setting out in a single place what is available locally

We will work together with children and young people, parents and carers and with local services, including the voluntary and community sector, to develop our offer and keep it under review.

Some services can already be found using the Children and Families Service Finder.

### The Local Offer in Northamptonshire will cover:

- Special educational provision
- Health provision
- Social care provision
- Other educational provision
- Training provision
- Arrangements for children and young people to travel to schools, colleges and early years education

### Ruskin Infant School and Nursery's Local Offer

#### How do we know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teacher of the child
- Insufficient educational progress is being made
- There is a change in the pupil's behaviour, their personal and social development or academic progress

#### What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- If you are still concerned then you can contact Mrs Nikki Barker who is the SENDSL

#### How will I know what Ruskin Infant School and Nursery will do to support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in the class.
- If a pupil has needs related to more specific areas of their education, such as numeracy or literacy skills etc, then the pupils will be placed in a small target group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but would generally be for a term. The interventions will be regularly reviewed by all involved and the SENDSL to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded in the pupil's working book. If you have any queries regarding interventions please do not hesitate to speak with the class teacher or contact the SENDSL.
- Pupil Progress meetings are held each term. This allows the class teacher to meet with the Head Teacher to discuss the progress of pupils in their

class. This shared discussion may highlight any potential problems in order for further support to be planned.

- Occasionally a pupil may need more expert support from an outside agency such as the Community Paediatrician, Educational Psychologist etc. If this is required the SENDSL will make a referral, with the parent's consent and forward to the most appropriate agency. After a series of assessments, a suggested programme of support is usually provided to the school and parents/carers.
- The Governors of Ruskin Infant School and Nursery are responsible for entrusting named people, Ms Catherine Starnes, Mr Ben Morris, Miss Chrissie Cundy, Mrs Nikki Barker, Mrs Louise Parrott and Mrs Debbie McCarthy to monitor Safeguarding And Child Protection procedures. In a support and challenge role, the governors ensure the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor all the statutory policies as defined by the DfE.

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

- When a pupil has been identified, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching assistants may be allocated to work with the pupil 1:1 or as a small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an ILP. Targets will be set accordingly to their area of need. These will be monitored by the class teacher weekly and by the SENDSL three times per year. ILP's will be discussed with parents and they will receive a copy.
- If appropriate or necessary, specialist equipment may be given to a pupil.

#### How will I know how my child is doing?

- You will be able to discuss your child's progress at Parent's Evening and by appointment with the class teacher.
- Your child's teacher will also be available at the start and end of each day if you wish to raise any concerns. Appointments can be made to speak in more detail to the class teacher or SENDSL by visiting or calling the school office (01933 675430)

#### How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child's learning.
- The class teacher, the PSA, the SENDSL or a member of the Senior Leadership Team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used in school and sometimes at home.

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

- The school offers a wide range of pastoral support for pupils who are encountering emotional difficulties. These include members of staff, such as the class teacher, Behaviour Support Assistant and SENDSL are readily available for pupils who wish to discuss issues and concerns.

Pupils with medical needs:

- If a pupil has medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil or with all school staff if necessary.
- Staff receive EpiPen and Epilepsy training where necessary.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Two members of staff have First Aid at Work Level 3 training and eighteen members of staff have Level 3 Paediatric First Aid training.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

Agencies accessible to the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologists
- CAST (Child and Adolescent Support Team)
- CAMHS (Child and Adolescent Mental Health Service)
- APP (Attendance Advisory Practitioners formally known as Educational Welfare Officers)
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech and Language / Occupational Therapy)
- Community Paediatricians
- School Nurse
- Education Entitlement Service

The school has an Educational Psychologist (EP) who makes regular visits to the school. The EP normally only works directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the ICM (Initial Consultation Meeting). These are meetings held between the school staff and where appropriate, other professionals. The aim of an ICM is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parents and give feedback after the assessment has been completed. The EP will offer advice to the school and parents/carers on how to best support the pupil in order to take their learning forward.

### What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND. These include:

- Protective Behaviours
- Nurture
- EAL
- Maths
- Literacy
- Motor Skills
- Hearing Impairment
- 123 Magic
- Solihull Parenting Groups
- Speech and Language Interventions
- Epilepsy
- Epi-Pen

### How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

The facilities we have at present include:

- Ramps into school to make the building accessible to all.
- Toilet areas available for disabled users.

### How will the school prepare and support my child when joining Ruskin Infant School and Nursery or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.

- All pupils can attend a transition day/session where they spend time with their new class teacher and class.
- Additional visits can be arranged for pupils who need extra time in their new school.
- The staff at Ruskin Infant School and Nursery are always willing to meet parents/carers prior to their joining the school.
- Foundation stage Teachers, Nursery Nurse or Teaching Assistants visit foundation stage pupils in their home setting, prior to joining our school.
- The year 2 staff and SENDSL will liaise with Junior schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Barker, the Junior school SENDSL if possible, the parents/carers and where appropriate the pupil.

#### How are the schools resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on individual needs.
- The additional provision may be allocated after discussion with the class teacher and pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.
- Additional funds may be allocated at any point in the academic year to support the SEND of specifically named children.

#### How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the Head Teacher and/or class teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessment by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

#### How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- By commenting upon a written report
- During discussions with Mrs Barker or other professionals

- Parents are encouraged to comment on their child's ILP with possible suggestions that could be incorporated
- Attendance at Parents' Consultation evenings

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with Ms Starnes (Head teacher), Mr Morris (Deputy Head teacher) or Mrs Barker (SENDSL)

Please do not hesitate to contact us if you have any further questions.

Glossary of Key Abbreviations

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHA	Early Help Assessment
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
FSM	Free School Meals
HI	Hearing Impairment
ICM	Initial Consultation Meeting
IEP	Individual Education Plan
ILP	Individual Learning Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Parental Support Programme
SALT	Speech and Language Therapy
SEN	Special Educational Need
SEND	Special Educational Need and Disability
SENDSL	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

The Children and Families Bill has taken forward the Coalition Government's commitments to improve services for vulnerable children and support the strength of families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill has reformed 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 (SEND), including those who are disabled, so services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25, giving children, young people and their parent's 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' including by:

- Replacing statements with a new birth-to-25 EHCP, extending rights and protections to young people in further education and training offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services and to support children and their families, particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.