

Supporting Children with

Special Educational Needs and Disabilities



Farsley Farfield
Primary School

The Leeds Local Offer: Background Information

Where has the Leeds Local Offer come from?

The Children and Families Bill has made significant changes to services for children and young people, including services for children and young people with special educational needs and/or disabilities (SEND).

The Bill has been widely consulted on and was passed in Spring 2014. It should be implemented from September 2014. The new Act will be accompanied by a new Code of Practice which will give guidance on how local authorities and their partners, including schools, should implement the new laws.

In brief the Bill aims to achieve the following in terms of SEND:

- A new approach to assessment and care planning, with existing statements of SEN replaced with joint multi-agency Education, Health and Care Plans (EHC plans)
- More personalisation of services, allowing families with the new EHC plans to have more input into decisions about which services they access and how they are paid for. EHC plans will include a 'personal budget' and families will be included in decisions about how this is spent. This could include families receiving the budget themselves through a 'direct payment' and spending it on services of their choice.
- Better information about what services are available and how families can access them, published in a 'Local Offer' of information. This will empower families to know what they are entitled to access and make choices to meet their individual needs.

Each school is required to publish a Local Offer that describes how it will support children with SEND.

Farsley Farfield Primary School: Local Offer

Ethos	<p>At Farsley Farfield Primary School we have an inclusive ethos with high expectations for all our pupils – we expect every child in our school to reach their full potential.</p> <p>We believe in identifying SEND as early as possible to ensure appropriate intervention and support is provided. In order to do this:</p> <ul style="list-style-type: none"> • we employ an additional, very knowledgeable and experienced member of staff to ensure effective early intervention in the Foundation Stage (FS) for 50% of the working week • we have teachers with extensive SEN experience working in the FS
Leadership	<p>The school is effective at leading on SEN. The Assistant Head Teacher is the SENCo and leads a large SEN Team to coordinate SEN across the school. The SENCo has a Postgraduate Certificate in SEN Coordination. Leadership is distributed across school with a Reception teacher overseeing FS SEN, a Year 2 teacher leading on KS1 SEN, two teachers in Year 3 responsible for lower KS2 SEN (Years 3 and 4) and the SENCo takes a lead in upper KS2 SEN (Years 5 and 6). The Senior Learning Mentor also works closely with the SENCo to help deliver effective provision for our pupils with SEND in KS2.</p> <p>The school also employs an SEN Support Worker for 50% of the school timetable.</p> <p>We monitor, review and evaluate our SEN provision every term. Termly SEN meetings are held and summaries of these meetings are recorded. The SEN register is updated and Individual Education Plans (IEPs) are reviewed and amended. Annual Reviews are held, in line with statutory guidance, for children with statements.</p> <p>Annual reports are shared with the Governing Body showing what provision looks like across school and how children with SEN are performing in school.</p>
The SEN Team	<p>SENCo – David Cooke FS SEN Leader – Catherine Fulton KS1 SEN Leader – Amy Hutchinson LKS2 SEN Leaders – Shelley Daniels and Michelle Charlesworth UKS2 SEN Leader – David Cooke Learning Mentor (Juniors) – Loraine Lambert SEN Support Worker and Additional Needs Support Group for Parents – Julie Simmons</p>

Budget	We receive funding for some children with SEND. Some of this supports children with a 1:1 worker. Other children might be supported in small groups for set times in the day or to deliver specific IEP work, for example to deliver a Speech Language Therapy programme. Additional resources may also be purchased.
Policies	The following policies are reviewed and are available on our website: SEN Behaviour Curriculum Child Protection Disability Equality
Curriculum, teaching and learning	We have an appropriate curriculum that meets specific needs of our pupils. It is designed to engage and excite our pupils so that all pupils are able to access the lessons they receive. We have effective teaching across school and teachers are supported in class with additional teaching assistants – these might work with small groups or 1:1 depending on the content of the lesson and the needs of the class. IEPs, IBPs, Care Plans etc... are regularly reviewed and new targets are set – the SEN Team will provide support with these as required. We access appropriate resources (including the use of ICT) to support our pupils. We provide a wide range of interventions including pastoral support to aid the behavioural, emotional and social development of our pupils with SEND. We have fantastic outdoor school grounds. We have good transition arrangements in place across all year groups from Nursery to Y6.
Assessment	Assessment is on-going and takes place within every lesson. More formal assessments take place every half term. High quality teaching is a minimum expectation in every lesson, with work differentiated to meet the needs of all children. Some children, however, need additional support and interventions are identified and monitored for these pupils.

Training	<p>All staff are supported to gain basic awareness of inclusion issues. We arrange regular whole school training for example: Level 1 Autism Awareness, ADHD Awareness, Dyslexia Awareness and Speech Language Therapy training. Staff working directly with children and young people with SEND will have, or will be supported to develop, enhanced skills to meet particular types of need. Staff who wish to gain specialist level skills and knowledge are supported and encouraged to do so. For example, we have a number of staff trained to Level 2 and 3 in Autism (Autism Education Trust).</p> <p>Staff are able to identify and support families who need extra help early on. In Leeds this is called 'Early Help' - you can find out more at leeds.gov.uk in the 'children and families' section or email bpteam@leeds.gov.uk for a quick guide to Early Help.</p>
Partnerships	<p>We have regular engagement with teams in the local authority including the Educational Psychology Team and the SEN and Inclusion Team. We work in partnership with other agencies including Speech and Language Therapy Services, school nurses, Child and Adolescent Mental Health Services (CAMHS), STARS (for advice as regards the autistic spectrum) and Leeds SEND Information Advice Support Service (previously known as Parent Partnership Service).</p> <p>We also access support in our local area and cluster. For example: Family Outreach Workers, and resources of our Area Inclusion Partnership. A particular strength of our school is the Additional Needs Support Group (organised with our Children's Centre) which supports a number of parents who have children with Special Educational Needs and/or Disabilities.</p>

Frequently Asked Questions:

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

You would need to speak to your child's class teacher or a member of staff on the SEN Team. We would use the expertise and resources we have in school in the first instance. If we felt further support would be needed, a referral to the SEN and Inclusion Team, or other appropriate agency, could be made. We will work collaboratively with you throughout this process.

How will school support my child?

School will support your child in a number of ways. We have highly skilled teachers, teaching assistants and learning mentors who have received training in different areas of SEND. We also have an SEN Support Worker with particular expertise in supporting children with Autistic Spectrum Conditions.

There are a number of people who could work with your child, depending on the child's needs. It could be a learning mentor to support with social, emotional and behavioural needs. It could be a Teaching Assistant to deliver a speech and language programme or some additional support with your child's maths and English. It could be the SEN Support Worker working with the staff that support your child at school.

The education programme would generally be planned by the class teacher and any other adults involved with the child. This would also be shared with the parents by the class teacher. The SEN Team is responsible for supporting the class teacher in this process and ensuring that the provision meets the needs of the pupils.

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

The curriculum would be matched to your child's needs through, in the first instance, high quality classroom teaching and appropriate differentiation. Certain resources might be allocated to support your child throughout the day e.g. a visual timetable. Additional interventions might be appropriate – this might be 1:1 or small group work.

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

As well as normal school reporting arrangements, there are additional times to discuss your child's progress throughout the academic year. These are arranged through formal Termly Inclusion and SEN Action Record meetings (ISARs). These are organised at the beginning of the school year by the SENCo who writes to every parent of children with SEND inviting them to three meetings. In these meetings you will be able to discuss: the provision that has been put in place for your child; the progress your child is making; and set targets/agree next steps – this will include any additional work that you can do at home. The class teachers will make a record of the meeting and summarise these details to you. These records are then sent to the SEN Team.

You can, of course, contact anyone in school at any time in the school year if you are at all concerned or want an update on the progress of your child.

In addition to Termly ISAR meetings, we offer a number of parenting activities. These range from Stay and Play sessions in Nursery and Reception, Reading Workshops in KS1 and Speech and Language drop in sessions across school. The Additional Needs Support Group works with parents in a range of SEN areas.

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

We place your child's well-being at the centre of our school. There are two learning mentors who work very closely with parents and staff in school. Our curriculum has a strong PSHCE emphasis; we work on growth mindset and we have whole school weekly ethos statements where equality and diversity are celebrated.

Our school grounds are also designed to enhance your child's learning and well-being – we have a high quality outdoor play environment including a new outdoor play area for the foundation stage, two adventure trails, sensory gardens and a farm with chickens which the children feed and collect eggs from.

We have all the appropriate policies in place.

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

In school, our staff can offer a huge variety of support through the different expertise and specialist training that we have had (please see the table above for examples of the areas training and expertise).

We access a number of specialist services (see Partnerships in the table above).

What training are the staff supporting children with SEN having/had?

Training is on-going and revisited on a regular basis. Staff have been trained to support children with a range of different special needs for example Dyslexia, Autism, ADHD etc... Staff who support children with SEN are also trained in the interventions they deliver. If we feel we need further support with our training, we would make a referral to another service to provide this.

How will my child be included in activities outside the classroom?

All children take part in activities and school trips. Planning and consultation with parents/carers would ensure all the appropriate support and resources are in place so that any child can access what the school has to offer.

How accessible is the school?

Our school has disabled access and facilities. We have two lifts, two care suites and two other DDA compliant toilets. Other areas have ramped access. If additional facilities and equipment is needed, we would seek support and advice from the local authority.

How will the school help my child on transfer to the next phase of education?

Transition arrangements and plans would be put in place in good time – this might be at an Annual Review or an ISAR meeting and the parents/carers and child would be fully involved in this. Our SEN Support Worker or learning mentor may be able to assist parents of children with SEND in visiting other educational settings.

How are the school's resources/funding allocated and matched to children's needs?

If your child meets the criteria for additional support through funding, the SENCo would apply for this. Funding For Inclusion (FFI) is currently paid directly into the school budget and is used to support children with SEND. Funding is usually used to pay for staffing who will be working with your child to meet their additional needs.

In the future, parents of children with an Education Health Plan may request a personal budget and have more autonomy on how funding is spent to support their child.

How are parents involved in the school and how can I be involved?

It is very important that parents are actively involved in supporting their children. This would be through attending termly ISARs and working on targets that are set at these meetings. We may be able to help support parents, increasing their knowledge and understanding of their child's SEND. Parents may also want to become part of the Additional Needs Support Group which runs training sessions, drop in consultations, coffee gatherings as well as trips/visits.

If you want to become involved in school in any way then please ask – you are always welcome!

Who can I contact for further information?

Applying for a place: school administrators

To discuss something about my child: class teacher, SEN Team, Head Teacher

Further information about support services: [SENCo](#)

Further information about the School Local Offer: [SENCo](#)

Further information about the LEA Local Offer: <http://www.leeds.gov.uk/localoffer>