**Special Educational Needs and Disability**

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**Local Offer**

How does the school know if the children need extra help and what should I do if I think a child may have SEND?

A: Teachers and support staff will quite quickly, through their experience, training and observations, be able to detect if there is a concern with a child and how they learn. As part of our daily observations, we carry out daily informal assessments and look carefully at how each individual child interacts with others and meeting the targets that have been set for them; this will help us decide if a child is having difficulties or needs additional help and support. We work extremely closely with parents and carers and communication is of paramount importance. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. We would encourage all parents to speak to the class teacher if they have any concerns, as they are your first point of contact. The class teacher can then discuss any concerns with the school Special Educational Needs Coordinator (SENDCo), who will be able to contact and work alongside outside agencies to support the child. Parents will be fully informed and involved with all decision making and planning for the needs of their child. Other agencies and referrals would only be made if parents, teachers and the SENDCo felt this was necessary.



:How will school staff support my child/young person?

 A: Your child’s class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school Inclusion Lead. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. The needs of your child will be clearly identified and outcomes and targets will be set and reviewed regularly with the child, parents and professionals. If it is identified that there is a need for a specific in-school assessment or involvement from any outside specialist services, then the Class Teacher will talk to you about this and seek your permission to proceed. Your child may undertake 1:1 work, small group work or close supervision within class. We can then access your child’s skills to help them to progress and be fully included in school life and the curriculum. Before any of these decisions are put into practice they will be discussed with you as parents/carers. If it is deemed necessary, we will contact the Local Authority for additional funding to provide extra support for your child in class.

Q: How will the curriculum be matched to my child’s/young person’s needs?

A: High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. We feel it is vital to ensure all children can achieve and succeed in a happy and safe learning environment. We aim to be inclusive in all areas of our curriculum, however from time to time children who require additional support may work on a specifically designed programme of study to help boost their understanding of reading, writing and number work. In these circumstances, your child may work within a smaller group of children. These groups, also called intervention groups, may be run:

 · In or outside the classroom;

· By a teacher or a member of support staff who has been trained to run these groups;

· By an external specialist from outside such as a Speech and Language Therapist.

Further specific support may also be provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified (by the class teacher and Inclusion Lead), as needing a particularly high level of individual or small group teaching, which cannot be provided for solely from the budget available to the school.

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

A: The Inclusion Lead and Designated Lead for LAC at Green Lane Infants is Mrs Nicola Shaw. She is a member of the Senior Leadership team. Mrs. Sally Applebee Lewis is the school governor responsible for SEN and can be contacted via the school office. We have many support staff who work with children for reading intervention, delivery of phonics, maths intervention and working with children with Autistic Spectrum Disorder (ASD). If we feel that our strategies have not met the needs of a child in our care, we will access specialised skills and support from the Local Authority to help us plan for a child with a specific special educational need. We work alongside Educational Psychologists, LCI teachers, early years specialists, speech therapists, SEMH team, the school nurse and other specialists.

Q. What training have staff completed to support children and young people with SEND?

A: We ensure our teaching and support staff have opportunities for training based on the needs of the children in the school such as Autism, Team Teach, Signs and Symbols Training and Funtime. Staff are enrolled on more individualised training if they are supporting a pupil with a more specific need. Our Inclusion Lead has undertaken the National Award for SEN Coordination (NASC). We also network across our own consortium to keep our professional knowledge current and share expertise.



Q: How will my child be included in activities outside the classroom, including school trips?

A: Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made when required. On some occasions, an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. Health and Safety audits are regularly conducted to ensure that the school provides a safe environment for all pupils.

Q: How accessible is the school environment?

A: The school provides access for wheelchairs, disabled toilets and changing facilities are available. We ensure that the learning environment is as fully accessible and inclusive for all learners as practicable within our resources.

Q: How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

 A: We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher to discuss your child’s strengths and difficulties and the strategies that have been successful. Provision maps, Support Plans, EHC plans will be shared with the new teacher.



[Special educational needs and disabilities (SEND) (leicester.gov.uk)](https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-and-disabilities-send/)