



"Whatever you do, work at it with all your heart, as working for The Lord."
Colossians 3:23



Lower Peover C of E Primary School

Pupil & SEND Support

Handbook





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Introduction

Identifying and supporting children so that they can make progress, feel positive and reach their potential is a key priority at Lower Peover. Every child deserves the very best and every child will receive support in all areas of their school life: learning, communication and language, social and emotional, physical and sensory, having positive self-esteem and enjoyment of school.

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, are able to make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The SEN Code of Practice 2015 split all possible special educational needs and disabilities into four areas of need. The four 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs. This means that whatever needs a child has, the characteristics of their needs can be placed into one or more of those categories.

Key Contacts

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School Contact details

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What is the Local Offer?

The LA Local Offer

A new 'Children's and Families Act,' came into force in September 2014. This act brings considerable changes in the area of Special Educational Needs. Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25 years. This is known as the 'Local Offer'.

The intention of the Local Offer is to improve choice and clarity for families.

It will also be an important resource for parents in understanding the range of services and provision in the local area.

Further information about Cheshire West Council's Local Offer can be found here: <http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>

Further information about Cheshire East Council's' Local Offer can be found here: http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx

Parents can find further information on Special Educational Needs and Disabilities on the following DfE webpage:
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.



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How will you know if my child or young person needs extra help?

Children who require additional support are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive training to support them in the identification of SEND.

Early identification is paramount, and therefore staff working in school, monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. The School Inclusion Manager/SENDCo will be present at these meetings and all concerns are discussed. Concerns are initially raised with the School Inclusion Manager/SENDCo, who would then discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class-based support approaches through quality first teaching. For example, advice might be offered to the class teacher in order to support differentiation for the pupil.

For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The School Inclusion Manager/SENDCo keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the School Inclusion Manager/SENDCo. Alternatively, the School Inclusion Manager/SENDCo can be contacted directly, either via the office, at the end of the school day, or via the email: inclusionmanager@lowerpeover.cheshire.sch.uk.





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Identification, Assessment and level of support at Lower Peover

Identification: We feel it is vital that pupils who require additional support are identified at an early stage. Every teacher in this school is responsible for identifying pupils with additional or special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate additional or special educational needs provision has been made for their child.

Assessment: It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's barriers and subsequent needs.

The school has also established a procedure for on-going assessments and standardised tests.

Support: The following shows our four levels of support in school:

1. Initial concern
2. Additional Support
3. SEND Support
4. SEN Education Health and Care Plan

If your child is identified as an 'Initial Concern', whether this be through parent/carers or teachers, their name will go on a centralised register and the need/s that are raised as a concern will be monitored. It will then be reviewed to see if further support or intervention is required.

If the concern requires action, your child will then fall under 'additional support'. At this stage we will share and develop a 'Pupil Profile'. This document will contain information about the child and show the support in place for their identified need/s and what we hope to achieve as an outcome. This support could possibly include such things as classroom strategies, intervention work, or social groups to help support the child in meeting the desired outcome of their area/s of need. This document will be discussed at both Parents Evenings with the class teacher and then if required additionally with the School Inclusion Manager. These children will be added to the additional support register and will be continuously monitored. If progress isn't being made through the support provided, we will review our approaches and seek advice and follow support pathways to ensure the child is being supported in the most effective way (e.g. Education Psychologist, Autism Team). Any actions or reviews will always include the class teacher, SENDCo, parent/carers and the child.

The third level is SEND support and these children will be included on the schools' SEN register. These children will have on going (possibly longer term) internal and external support and an identified special educational need. The 'Pupil Profile' will be continued and it will be developed to support the identified child with their area of need/s. Again, the document will show the possible external/internal support and actions in place and what we hope to achieve as a desired outcome.





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The support could possibly include such things as classroom strategies, intervention work, 1:1 support or social groups to help support the child in meeting the desired outcome of their area/s of need. This document will be discussed at both Parents Evenings with the class teacher and then if required additionally with the School Inclusion Manager.

The fourth level of support is if a child requires an Educational Health & Care Plan. Children identified with specific needs and have/need an EHCP, where support cannot be met through the school resources alone. An Educational Health & Care Plan (EHCP) will be put in place, which clearly identifies the child's barriers to learning, sets clear targets for progress, identifies the specific aspects of support required for the child and identifies the funding streams for supporting the child.

How will you teach and support my child or young person with SEND at Lower Peover?

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available to support children who require support which will go beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support. Others are bespoke/personalised approaches based on best practice guidance, for example social skills groups.

For those with significant or complex needs, the school seeks the advice of specialists, for example the Educational Psychologist, Speech and Language Therapists and The Autism Team. In some cases, these specialists might work in school with the child, or school staff might attend therapy sessions out of school with the pupil. Where additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENDCo via email or in person to discuss pupil's needs in more detail.





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Who else has a role in my child or young person's education at Lower Peover?

The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place. The School Inclusion Manager/SENDCo has the responsibility for co-ordinating the provision for pupils receiving additional support or who have a special educational need. He may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.

There are also a number of highly skilled and experienced teaching assistants working in school. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis.

For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. Some of these pupils will be assigned a key worker in addition to the class teacher who will act as a hub for information about the pupil. Occasionally external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent / carer.

Which other services do you access to provide support for pupils?

The school works with a wide range of services. We have links with health and education professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and The ADHD & Autism Team. We work closely with social care teams, as well as with voluntary organisations as and when required. Some of our pupils' access Speech and Language Therapy on site. We organise multi-agency meetings to discuss pupil's needs, (e.g. TAF & CAF) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.



The Assess, Plan, Do, Review Cycle

Throughout the support process we use the graduated approach, the 'Assess, Plan, Do, Review Cycle'. This allows us to support every child in the most effective way.

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

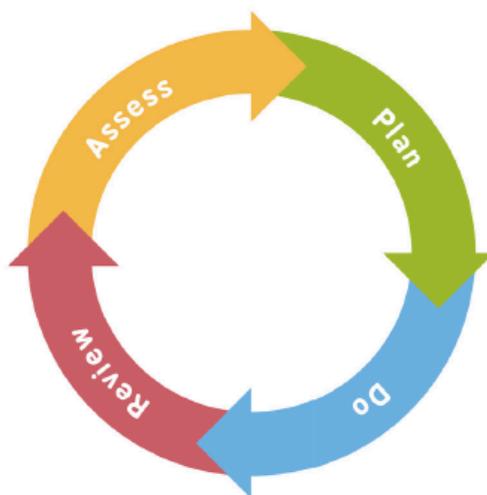
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.