



The Rushey Green Local Offer

Frequently Asked Questions (FAQs)

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Leader know as necessary.
- Suggesting information for provision overviews, and reviewing these throughout the year.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Ms Purkiss: Assistant Head and Inclusion Leader

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the Inclusion Leader and class teachers but is still responsible for ensuring that your child's needs are met.
- She alongside the Inclusion Leader must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the progress of pupils with SEND.

What is the definition of a child with SEND?

According to the 2014 Special Educational Needs Code of Practice, the definition is as follows:

- A child and young person has SEND if they have learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have **significantly greater difficulty** in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

What are the different types of support available for children with SEND at Rushey Green?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the Inclusion Leader or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

From September 2014, the term 'SEN support' replaces 'School Action' and 'School Action Plus' which are terms from the 2001 SEN Code of Practice. It is the category of support for children with SEN but not for those who currently have a Statement (to be known as Education Health Care Plans – EHCPs).

- It focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.
- It places emphasises on a graduated approach (assess, plan, do and review).
- The aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

Children identified as requiring SEN Support means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions in or out of the classroom with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Following this intervention this could also mean they have been identified by the class teacher/ Inclusion Leader as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services
- Outside agencies such as the Speech and Language therapy (SALT) Service/Occupational Therapy etc.

For your child this could mean:

- Your child will have been identified by the class teacher/ Inclusion Leader (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and differentiated support groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some specific support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills/motor skills group
 - A group or individual work with outside professionals e.g. CAMHS

Specified Individual support: This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

This is usually provided via a Statement of Special Educational Needs or **from September 2014 an Education, Health and Care Plan (EHCP)**. This means your child will have been identified by the class teacher/ Inclusion Leader as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services (such as the Autism Outreach Team)
- The NHS Speech and Language therapy (SALT) Service
- The art therapist
- Counsellors

The school also works with voluntary agencies to support families and children in the school. For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care (EHC) Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This type of additional support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you would like further discussion about how any concerns are being managed and if your child is still not making progress you should speak to Ms Purkiss, Assistant Head and Inclusion Leader.

How will the school let me know if they have any concerns about my child's learning in school?

If school staff are concerned that your child is not making expected progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children?

- The school budget, received from Lewisham LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Inclusion Leader discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

A decision is then made on what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The Inclusion Leader supports the class teacher in planning for children with SEND as required.
- The Inclusion leader regularly attends specific SEND training and holds a Post Graduate Certificate in SEND Co-ordination.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues as they arise.
- Individual teachers and support staff attend training courses run by outside agencies including the Local Authority that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups based on any advice from the Inclusion Leader or external professionals.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed every half term against descriptors in the National Curriculum for reading, writing and numeracy.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their attainment in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children in receipt of 'SEN Support' may have a 'provision overview' which will be reviewed with your involvement throughout the year.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's provision.
- The Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Leader is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- Parents will be encouraged to work with staff to contribute to how your child's SEN provision will be planned and delivered. You will also be invited to help review the provision.

- The Inclusion Leader may also signpost you to other organisations that may be able to provide specialist support e.g. Parent Partnership

How is the school site accessible to children with SEND?

- The lower ground of the school building is accessible to children with physical disability.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND 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 SENCO 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 IN ADVANCE and a planning meeting will take place with the new teacher and support team at the start of the new academic year. All details regarding provision will be shared with the new teacher.
 - If your child would be helped by a book/photo diary to support them understand moving on then it will be made with them.
- In Year 6:
 - The Inclusion Leader will discuss the specific needs of your child with the SENCO/Year 7 Head of their secondary school
 - Your child will have focused learning about aspects of transition to support their understanding of the changes ahead if required
 - Where possible your child will visit their new school on more than one occasion and where needed, Rushey Green support staff will accompany your child on this visit.