



**ACOMB PRIMARY SCHOOL**

Acomb Primary School  
**Special Educational Needs Offer**

*This document explains how we support children with SEND and their families*

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Member of staff responsible:	Liz Johnson



At Acomb Primary School, we strive to support all children to enable them to achieve in school. All pupils are valued equally and are given the opportunity to achieve the very best they can.

In order to do this, many steps are taken to support them through their learning journey.

High quality class teaching is vital and given high priority at Acomb Primary School. However sometimes children need additional support to help them achieve their targets. The decision to provide additional support is made by the school and in close partnership with parents. This document describes how support is provided to maximise achievement for all children with a focus on what we offer for children with Special Educational Needs.

The Special Needs Co-ordinators is:

Miss L Johnson, SENDCO

[ljohnson@acomb.pmat.academy](mailto:ljohnson@acomb.pmat.academy)

Miss Morgan, Pastoral support and Emotional Literacy Support Assistant (ELSA)

Mrs Nutall and Mrs Macey, Emotional Literacy Support Assistant (ELSA)

Mrs Aitchison, Governor for SEN

### **How does Acomb Primary School know if children need extra help?**

We know when pupils need extra help if:

- 1) Concerns are raised by parents, teachers or the children themselves
- 2) When there is concerns regarding a child's progress.
- 3) When the medical needs of a child require support.
- 4) There is a change in the pupil's behaviour or progress.
- 5) We have received information from other agencies who may be working with the child before they join us.

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

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have further concerns, or would like to know about specific provision, then contact Miss Johnson who is the school's SENDCO.

### **How will Acomb Primary School support my child?**

- The class teacher plans each pupil's education programme. It will be differentiated accordingly to suit the pupil's individual needs and enable them to access the curriculum more easily.
  - Differentiated work appropriate to needs
  - Additional resources e.g. number squares, writing frames, pencil grips
  - Personalised learning
  - Small group intervention
  - 1:1 intervention with the class teacher or additional adults.

- The child will be given small and measureable targets which will be discussed with the child and parents, and monitored regularly by the class teacher and SENDCO. Targets will be discussed at parents evenings; or through specific review meetings. Specific targets and provision will be outlined in the child's parent booklet which will also be discussed during parents evening.
- You are able to discuss your child's progress at Parents evening and review meetings. Your child's class teacher will be available at the 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 SENDCO by contacting the school office or by email.
- We may provide additional support in class from the teacher or teaching assistant. Teaching Assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then he/she may be placed in a small intervention group led by the teacher or teaching assistant. All interventions are regularly reviewed by those delivering them, to assess how effective they are being and to inform future planning. If you have any queries related to the intervention please do not hesitate to contact the class teacher or the SENDCO.
- Regular Pupil Progress meetings are held between class teachers and senior staff members to discuss progress of individual children. This shared discussion may highlight any ongoing concerns and help to plan further support if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language support or the Educational Psychology service.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes or pencil grips.
- Where necessary, classroom environments will be adjusted to meet the needs of individual children in regards to access, quiet areas, visual prompts etc.
- We regularly review our provision and as training courses become available we evaluate their likely impact and how relevant they are for our children, and send staff as appropriate.
- Provision is reviewed on an individual basis taking account of your child's specific needs.

### **How does the school categorise different levels of need?**

There are four broad areas of need as identified in the SEN Code of practise:

- Communication and interaction – often described as Speech, Language and Communication Needs (SLCN).  
Children may have difficulties with:
  - i) Saying words
  - ii) Understanding spoken language or
  - iii) A combination of the two.
- Cognition and learning – some children learn at a much slower rate than their peers, even with differentiation of activities. They may, for example, have problems retaining information from one day to the next.
- Social, emotional and mental health difficulties – children may experience a wide range of social and emotional difficulties. These could include becoming withdrawn or isolated, as well as displaying challenging, disruptive or concerning behaviour.
- Sensory and/or physical needs – children may have a visual impairment, hearing impairment or a physical disability.

Once a child has been identified as having a significant difficulty in one or more of these areas, they may be categorised as having Special Educational Needs or Disabilities (SEND). Their needs will usually be met through structured in-class support. For some children their needs may be very complex and support required may be more than this. In these cases, we may decide to put a My Support Plan (MSP) in place. This is a non-statutory document which provides information for teaching staff, parents and children about how we can all support the child. In a few cases, support requiring additional funding may be needed. If everyone involved agrees that this is the case and evidence is available, a MSP can be converted into a Education Health Care Plan (EHCP). This statutory document outlines the responsibilities of all agencies involved in supporting the child.

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

Your child's progress is continually monitored against national standards by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress, which is discussed with senior staff at regular Pupil Progress meetings to ensure all our children are making good progress and where we review the provision and if this needs to be adjusted. We share attainment and progress with parents at evening's meetings and specific SEND provision is monitored by the SENDCO.

Children will be given specific targets to support their learning and help them to understand their next steps. At the end of each key stage (i.e. at the end of Year 1, Year 2 and Year 6), all children are formally assessed using National Phonic screening and standard Assessment Tests (SATs). This is something that the government requires all school to do and the results are published nationally. The progress of children with an Education Health Care Plan (EHC Plan) or a My Support Plan (MSP) is recorded and reviewed at meetings involving parents, teachers and other professionals.

During July each year, your child will be provided with a written report which details their attainment and attitude to work.

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

- All parents are encouraged to contribute to their child's education.
- The class teacher may suggest ways of how you can support your child; you may approach the teacher informally at the end of the day or arrange a meeting.

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

- Pupil's work is always differentiated so that it is at the right level for them.
- Pupils with special educational needs may, but not always require work and targets to be differentiated and broken down into smaller steps.
- If appropriate, specialist resources may be given to the pupil to support their learning.

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

The school offers pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- All class teachers are readily available for pupils who want to discuss issues or concerns.
- A designated ELSA (Emotional Literacy Support Assistant) has responsibility for pastoral support and also timetabled availability to work with individual children.

- The school's pastoral lead: Miss L Johnson is available to liaise with parents and carers who wish to discuss any issues and concerns. To arrange a meeting, speak to your class teacher, contact the school office or email directly – [ljohnson@acomb.pmat.academy](mailto:ljohnson@acomb.pmat.academy)
- ELSA – Ms Morgan, Mrs Nutall and Mrs Macey
- Some interventions are available for children who need help to develop their social skills or anger management techniques.

### **How does Acomb Primary School support children with medical needs?**

- If a child has a medical need, then a care plan is compiled with support from the school nurse and in consultation with parents. This is then shared with all staff who are involved with the pupil.
- Staff receives training as necessary from the school nurse or health care professional, for example EpiPen training.
- Where necessary, and in agreement with parents, 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.
- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.

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

In consultation with parents it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their G.P or local Children's Centre. The agencies currently used by the school and our families include:

- Educational Psychologist
- SALT (Speech and Language Support)
- Behaviour Support
- CAMHS (Child and Adolescent Mental Health Services)
- Wellbeing service
- Social services
- School nurse
- Visual impairment service
- Autism support services

### **How are the school's 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 dependent on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if concerns has been raised at another time in the year.

Resources may include deployment of staff depending on individual circumstances. Children with an Education, Health Care Plan (EHCP – see section 4) have allocated resources which varies on a case-by-case basis.

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

- These decisions are made in consultation with SENDCo, class teacher and Senior Leadership team.
- Decisions are based upon termly tracking of pupil progress and may include assessments by outside agencies.
- Ongoing reviews ensure that the needs of all children are met as fully as possible.

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

We recognise that parents have invaluable contributions to make towards their children's education and overall development needs. We very much value our partnership. All parents are encouraged to fully contribute to their child's education.

This may be through:

- Supporting and encouraging their child
- Helping with individual homework activities
- Discussing progress with the class teacher regularly and during parents evenings
- Discussions with Miss Johnson or other professionals

## **How will my child be included in activities outside the classroom including school trips?**

- Activities and trips are made as inclusive as possible and available to all children.

## **How accessible is the school environment?**

At present in school we have:

- All classes are at ground level.
- 1 disabled toilet
- Extra monitor screen provided in a classroom as required for a child who is visually impaired.
- Doors are wheelchair accessible with low-level handles.
- All school signs are written in braille.
- Disabled parking bays are provided and kept clear at all times to facilitate entry into school.

## **How will the school prepare and support my child when joining Acomb | Primary School, or transferring to a new setting or secondary school?**

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

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits arranged as required. Some children need more transition visits than others. A transition book which contains photographs of the school and the classroom are sent home so that the child and their family can familiarise themselves with the environment.
- We liaise with other agencies where there is a wider involvement in the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the SENDCO from both schools, parents and, where

appropriate, the child. In partnership with the secondary school we provide additional transition events which are tailored to the needs of the individual.

### **Whom 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 the SENDCO.
- The Head teacher, Mr Haynes is always available to discuss how we can support all children and families
- The link to the City of York Local offer is <http://www.yor-ok.org.uk/>
- The link to York SENDIASS is –  
[http://www.york.gov.uk/info/20166/special\\_educational\\_needs\\_and\\_disabilities/1451/sendias\\_s\\_formerly\\_york\\_parent\\_partnership\\_service](http://www.york.gov.uk/info/20166/special_educational_needs_and_disabilities/1451/sendias_s_formerly_york_parent_partnership_service)

### **Safeguarding**

The SENDCO, Miss Johnson, is the named lead for Safeguarding and Child Protection across the school. The Deputy Safeguarding Lead is the Head teacher, Mr Haynes and the Deputy Head teacher, Mr White.

### **Roles and Responsibilities of the Special Needs Co-coordinator (SENDCo)**

The SENDCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with special needs (SEN). The SENDCO will liaise with staff within the school to monitor pupil's progress and plan further support or actions. We regularly have contact with a wide range of external partner agencies that are able to give more specialised advice to help us provide the best support for children. If you have any questions or concerns regarding SEN then please do not hesitate to contact us. We are very keen to provide the best support available to all our children and families.

### **What is the Local Offer?**

The 'Local Offer' is an offer of all the services available to support disabled children and children with SEN and their families.

Our SEN school offer outlines the provision which we offer at Acomb Primary School and aims to answer any potential questions which you might have. There are many SEN terms that are abbreviated which are commonly used in relation to inclusion and SEN, a list of them is included at the end of the document.

Link to the Local offer:

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

Below is a glossary of the most used SEN terms.

<b>Acronym</b>	<b>Full title</b>
APP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity disorder
ASD	Autistic Spectrum Disorder(s)
BESD	Behavioural, Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School meals
HI	Hearing impairment
HV	Health Visitor
IEP	Individual Education Plan
ISR	In School review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
MSI	Multi-sensory Impairment
NC	National curriculum
OT	Occupational Therapist
PD	Physical Disability/Difficulties
PSP	Pastoral Support Programme
Physio	Physiotherapist
SALT	Speech and Language Therapy/Therapists
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs and Disabilities Co-ordinator
SLA	Service Level Agreement
SLCN	Speech, Language and Communication Needs
SPLD	Specific Learning Difficulties
SW	Social worker
TA	Teaching Assistant
VI	Visual Impairment