

Local Offer for Children with Special Educational Needs or Disabilities (SEND)



At Defford-cum-Besford CE First School and Pre-School we firmly believe in equality of opportunity to all, working hard to ensure that pupils achieve their potential. For a range of reasons, there are times when additional support is required. This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. This is not an exhaustive list, resources and techniques we employ are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once this occurs, we have specific needs-based plans and pupil provision maps which help support their development and accelerate progress. Other useful documents such as our SEN and Inclusion policy are available on the school website.

If you would like any further information about what we offer here at Defford-cum-Besford CE First School and Pre-School then please do not hesitate to contact us.

Defford-cum-Besford CE First School

1: School entitlement offer to pupils with additional needs:		
Communication and Interaction Needs:	<ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> ✓ The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success. ✓ Use of 'child friendly' pupil provision maps and needs-based plans – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child. ✓ Whole school policies evaluated regularly to ensure inclusion and progress for SEND pupils. ✓ Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement. ✓ Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. ✓ All support staff are effectively deployed to ensure pupil progress, independence and value for money. ✓ Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes. ✓ Behaviour and Rewards and Anti-Bullying policies are evaluated regularly with a focus on the impact upon SEND pupils. ✓ All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils. ✓ Teaching resources are routinely evaluated to ensure they are accessible to all pupils. ✓ Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. ✓ ICT is used to reduce barriers to learning where possible. ✓ The engagement of parents/carers in formulating plans to support their children is central to the work of the school.
Cognition and Learning Needs:	<ul style="list-style-type: none"> • Moderate Learning Needs • Severe Learning Difficulties 	<ul style="list-style-type: none"> ✓ The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success. ✓ Use of 'child friendly' pupil provision maps and needs-based plans – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child. ✓ Whole school policies evaluated regularly to ensure inclusion and progress for SEND pupils. ✓ Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement. ✓ Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. ✓ All support staff are effectively deployed to ensure pupil progress, independence and value for money. ✓ Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes. ✓ Behaviour and Rewards and Anti-Bullying policies are evaluated regularly with a focus on the impact upon SEND pupils. ✓ All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils. ✓ Teaching resources are routinely evaluated to ensure they are accessible to all pupils. ✓ Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. ✓ ICT is used to reduce barriers to learning where possible. ✓ The engagement of parents/carers in formulating plans to support their children is central to the work of the school.
Behavioural, Emotional and Social Development Needs:	<ul style="list-style-type: none"> • Behavioural Needs • Emotional Health and Well-being • Social Need 	<ul style="list-style-type: none"> ○ All pupils and their diverse abilities will be equally celebrated, reflecting our school ethos values. ○ Risk assessments effectively ensure that, where practicable to do so, action is taken to increase the safety and inclusion of all pupils in all activities. ○ Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. ○ Support is offered and signposted to families in order to reduce the impact of any disadvantage ○ Access to information and support is provided within school for behavioural, emotional and social needs. ○ External support is sought and any advice implemented to support individual pupils' needs. ○ Pupil voice mechanisms, such as the School Council, lead to changes in school practices and procedures and encourage a greater level of involvement.

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		<ul style="list-style-type: none"> ○ Pupils Social, Moral, Spiritual and Cultural (SMSC) will be developed through all teaching and learning within school. The curriculum will be designed to support differing SMSC needs. ○ Due to small numbers within the school peer friendships are maintained and pupils feeling isolated are quickly identified and supported. ○ Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. ○ Forest School and outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.
Sensory and Physical Needs:	<ul style="list-style-type: none"> • Hearing Impairment • Multi-Sensory Impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> ❖ Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed. ❖ ICT is used to increase access to the curriculum where appropriate. ❖ Additional adults are deployed to increase pupil success and independence. ❖ Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. epilepsy, asthma, diabetes. ❖ Staff receive training to ensure understanding of the impact of the school environment upon teaching and learning to pupils with a sensory need. ❖ Staff understand and implement the medicine administration policy. ❖ The SENCo and Deputy SENCo completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils. ❖ The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.
2. School offer to pupils who require support that is "additional to and different from" that received by other pupils:		
• Pupils with English as an additional language (EAL)		• As for 1 plus involvement of EAL team
• Children in care		• As for 1 plus involvement of social work team/EDULAC team
• Traveller pupils		• As for 1 plus involvement of GRT service
• Refugee and asylum seekers		• As for 1 plus involvement of EDULAC
• Minority ethnic and faith groups		• As for 1 plus involvement of EAL team
• Pupils with medical needs		• As for 1 plus involvement of Health services
• Young carers		• As for 1 plus involvement of Young Carers Team/CAMHS
• Pupils at risk of exclusion		• As for 1 plus ESB Team. Educational Psychologists, Education Welfare Team
• Pupils from alternative gender groups		• As for 1
• Pupils from families under stress		• As for 1 plus involvement of CAMHS
Glossary:		

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- EDULAC Education for Looked After Children
- GRT Gypsy, Roma and Traveller
- EAL English as an additional language
- SENCo Special Educational Needs Co-ordinator
- CAMHS Child and Adolescent Mental Health Service