Jacksdale Primary & Nursery School

Special Educational Needs & Disability (SEND)

Local Offer

2024-2025

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1. What kinds of Special Educational Needs can be met at our school?

If any pupil in our school has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life.

Barriers to learning include:

- ~ Communication and Interaction (Speech and language difficulties or Autism Spectrum).
- ~ General learning difficulties both moderate and severe, and including, for example, dyslexia.
- ~ Social, emotional and mental health difficulties such as ADHD or attachment disorder.
- ~ Problems with sight or hearing, or other physical disabilities.

Alternatively, your child may have a different less common disability or medical condition that causes a barrier to learning.

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2. How do we identify and assess the needs of children?

Where a need is already identified, we will aim to gather information from all persons who support the child. This may include the parents/carers, other professionals and teachers at previous settings. We regularly review progress, talk to parents/carers and children, and make observations on how your child is doing in class. These all help us to see any difficulties your child might have.

More details can be found in the school SEND policy.

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3. How do we assess and provide for children with SEND in our school?

Within the whole class:

The class teacher is the first, most important person, in making sure each pupil has the right levels of work and support. Careful checking of progress, leads to different approaches, supported work, and the use of practical equipment where needed. All children in school should be getting this as a part of excellent classroom practice.

Within a smaller group:

We want all our children to learn how to be independent learners; but sometimes the teacher may identify gaps in learning. In this instance, additional support may be provided, in a small group in or outside the classroom. This support may be by provided by a teaching assistant or the teacher.

Sometimes, a pupil's additional needs may mean that they require a greater amount of support within school. This will vary from child to child. Some pupils may be supported by a care assistant or classroom assistant.

Support from outside school

In some cases, we need to work with professionals from outside the school. These may be from a variety of organisations including Local Authority Teams (SFSS) or The Healthy Families Team. We always talk to parents & carers before talking to any of these professionals.

More information about this kind of professional support is contained within in the School SEND policy.

What if your child has a more complex, long term need or disability?

For a very small number of children assessment and provision may be provided through an Education, Health and Care Plan (EHCP). The following steps will lead to this:

- The school or the parent asks the Local Authority to consider whether there is a need to formally assess the child's needs,
- Information is gathered by the Local Authority from parents/carers, school and any other agencies involved,
- A decision is made by the Local Authority about whether an EHCP is needed or not,
- Where deemed appropriate, an EHCP is written with support from the Local Authority. It sets annual targets for pupils and the provision in place for the year ahead.

How do we know if we are doing the best we can for your child?

- We review and track your child's progress regularly,
- We talk to you and your child, and, listen to your views,
- We take advice from and work with any professionals involved.

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4. How do we support SEND pupils in terms of emotional and social development?

We want each child to make progress in all areas. We will always talk to parent/carers and children if extra activities are needed in the short or long term to aid development. This extra help may be provided in the following ways:

- 1:1/small group support via Early Help
- 1:1 via School Nurse (Healthy Families Team)
- Social groups (School Intervention)
- Nurture groups (School Intervention)
- Positive Play / ELSA (School Intervention)

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5. Who are the best people to talk to in our school about your child's difficulties with learning/SEND or disability?

As parents/carers know the child best, we want you to share any information and concerns you may have with us.

Class Teacher

The first person to chat to is your child's **class teacher.** They are responsible for overseeing day to day, in class provision. They are also responsible for making sure that the school's SEND policy is followed in their classroom.

SENCO

Sometimes, either the parent or the class teacher, will want to take concerns to the school's SEND Leader, Mrs Burt **(Senco).**

The Senco is responsible for making sure that your child's special educational needs are met, and that you are involved in supporting your child's learning. Contact with the Senco can be made through the school office or by telephoning 01773 783930. Mrs Burt works 2 days per week on a flexible pattern so contact may be up to 5 working days.

Head Teacher
If your child has a specific learning or physical disability, and you would like your child to come to our school, the best person to talk to initially is the Head teacher, Julie Brockerton. She will work with you to make sure that we can meet your child's needs.

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6. How are our staff supported and trained to meet the needs of your child?

Within our family of schools, once each term the Sencos meet to discuss training needs. The Family Senco organises training events in response to this discussion. Training may be either in-house or may use external providers.

The Senco supports all staff within school and will organise whole staff and individual training or support where necessary. Sometimes, this may involve seeking the advice from external agencies or professionals.

More information can be found in the SEND policy.

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7. How do we make sure your child with SEND can access our building and equipment?

Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority to see if adaptations to the building are required,
- Ensuring that the right equipment is available to meet every child's needs,
- Where specialist equipment is needed, contacting the Local Authority Physical Disability Support Service team to assess needs and provide advice and/or equipment.

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8. How will we involve you in your child's progress, provision in school and how you might help at home?

We want parents to feel fully involved in every stage of their child's development. Sharing information is vital and is achieved by the following:

- Regular, formal contact, to discuss progress. This may include parent's evenings, review meetings and written school reports,
- Informal chats or phone contact. We offer an open door policy to parents of SEND pupils. You may either enter the school, via reception, and ask for the appropriate adult, or telephone and make an appointment.
- Home/School books individual reading planners may be used as a written method of contact.

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9. Who will listen to your child and make sure their views are considered?

All children are given opportunities to share opinions, successes and concerns with adults within our school.

Informally this happens whenever a child feels they might like to talk. The staff at Jacksdale Primary School work hard to foster positive relations with all pupils.

More formally pupils may be asked to contribute during review meetings, sharing their views and feelings.

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10. What should you do if you have concerns about how your child is supported?

Where appropriate, the first person to speak to is the class teacher. Otherwise, you might like to speak to the Senco directly. We always try to resolve any concerns as soon as they are raised.

Should it be difficult to resolve concerns, the more formal process outlined in our school's Complaints Policy should be followed.

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11. What support is available for you as a parent of a child with SEND?

We want to work as closely as possible with you and to support you where we can. Sometimes, we may signpost you to other organisations or support networks outside school. The Senco is a great source of information, but in addition to this, the https://www.nottshelpyourself.org.uk/ provides links to all of these organisations across the authority.

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12. How will children with additional needs be supported during transition times?

We understand that special preparations may be needed for some children with SEND when starting a new class, year group or school. We aim to make this as smooth and reassuring as possible through:

- careful planning with the next setting,
- sharing of information with parents/carers including the opportunity to meet new staff before the move,
- additional visits to the new setting,
- home visits prior to starting school,
- transition booklets (Passports) prepared in school with your child providing information for the next setting
- Year 6 pupils complete a set unit of transition work. This is designed to support them through their transition into secondary education.

For more details see the SEND policy.

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13. What else is available locally for your child with SEND?

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information. You can find what is available in our Local Authority area on the Notts Help Yourself website: https://www.nottshelpyourself.org.uk/