LOCAL OFFER

Abbots Green Community Primary School ⅄ All Saints Lawshall CEVC Primary School ⅄ First Base
Gt Whelnetham CEVC Primary School ⅄ Guildhall Feoffment Community Primary School
Hardwick Middle School ⅄ Hardwick Primary School ⅄ Howard Primary School
Ickworth Park Primary School ⅄ King Edward VI CEVC Upper School
Risby CEVC Primary School ⅄ Riverwalk School ⅄ St Edmund's Catholic Primary School
St Edmundsbury CEVA Primary School ⅄ St James CEVA Middle School
Sebert Wood Community Primary School ⅄ Sexton's Manor Community Primary School
Westgate Primary School

All Partnership schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

A. PEOPLE WHO SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES, OR DIFFICULTIES WITH LEARNING IN THIS SCHOOL

School Based Information	People	Summary of responsibilities
Who are the best people to talk to in school about my child's difficulties with learning/Special Educational Needs and/or disabilities (SEND)	Special Educational Needs Co-ordinator (SENCO) Teaching/Learning Support Assistants	The SEN team is responsible for: • Co-ordinating all the support for students SEND and developing the school's SEND policy to make sure all students 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 • Part of planning ahead for them

		• 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 SEN needs of students in this school are known) and making sure that there are excellent records of your child's progress and needs • To provide specialist support for teachers and support staff in the school so they can help your child (and other students with SEN in the school) achieve the best possible progress in school • Ensuring class teachers and pastoral staff are aware of the needs of individual students • Advising class teachers and pastoral staff of recommended strategies to support individual students with SEN
	Class Teacher	He/she is 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 SEN team know as necessary • Communicating specific targets and sharing and reviewing these with parents at Parents Evenings • Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work • Knowing the needs of the students and planning their lessons accordingly to meet these needs
	SEND Governors (both school and Partnership Governor)	• The Governing Body will ensure that it makes appropriate special educational provision and reasonable adjustments are made for all pupils identified as in need of it. • Making sure that the necessary support is made for any child who attends the school who has SEND

B. HOW COULD MY CHILD GET HELP?

Students in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Other staff in the school, or within the Partnership, such as a Learning Support Assistant, Counsellor, Mentor, Learning Support Unit staff
- Staff who may visit the school from the Local Authority central services such as the ASD Outreach Team (CIR), Physiotherapy or Sensory Service (for students with a hearing or visual need)
- Staff who may visit from outside agencies such as the Speech and Language therapy (SALT) service, Educational Psychologist, Occupational Therapist and CAMHS – dependent on meeting referral criteria

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) students will be at when receiving this	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for students with SEND in this school?	Class teacher input via good/outstanding classroom teaching	• Ensuring that the teacher has the highest possible expectations for your child and all students in their class • Ensuring that all teaching is based on building on what your child already knows, can do and can understand • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or pair work • Putting in place specific strategies (which may be suggested by the SEN Team or outside staff) to support your child to learn	All students receive this provision
	Specific small group work. This group may be: • Run in the classroom or outside • Run by a Learning Support Assistant/Teaching Assistant or an outside professional who has had training to run these groups	• Staff including SEN Team, Pastoral Team and Curriculum Teams will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning or social development and needs some extra support to close the gap • Curriculum or SEN teams will plan group	Any child who has specific gaps in their understanding of a subject/area of learning or social development Students may receive these

	These are called Intervention groups Specialist monitoring and assessment by outside agencies e.g. Speech and Language therapy or ASD Outreach (CIR) Stage of SEN Code of Practice – school support stage – identified as needing some extra specialist support in school from a professional outside the school. This may be from: • Local Authority central services such as the ASD Outreach Team (CIR) or Sensory Service (for studnents with a hearing or visual need)	sessions for your child with targets to help your child to make more progress • A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to class teaching and intervention groups • You will be asked to give your permission for the school to refer your child to an outside 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 outside 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 individual 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 group • A group or individual work with outside professional • The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place	interventions regardless of their stage of the SEN Code of Practice – they may have been identified by the class teacher as needing some extra support in school Students with specific barriers to learning that cannot be overcome through whole class teaching and intervention

	Specified individual support for your child This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (ECHP). This means your child will have been identified as needing a particularly high level of individual or small group teaching, 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 ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) service or CAMHS	• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal progress and you can find more details on the Suffolk County Council website (hyperlink) • 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 EHCP. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure your child makes as much progress as possible • The statement or EHCP 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 • The LSA/TA will be used to support your child with whole class learning, individual programmes/small groups	Students whose learning needs are: • Severe, complex and lifelong • May qualify for Higher Tariff Needs funding

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 contact your child's teacher/Form tutor • If you are not happy that the concerns are being managed and that your child is still not making progress you should either contact the Curriculum Leader or the Pastoral Leader, depending on the nature of the concern, copying in the SENCO to any correspondence • If you are still not happy you should contact the Head Teacher/SENCo
How will the school let me know if they have any concerns about my child's learning in school?	• When a teacher or parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher much raise this with the SENCO • If your child is then identified as not making progress the school will contact you to discuss this with you in more detail: - To listen to any concerns you may have - To plan any additional support your child will receive - To discuss with you any referrals to outside professionals to support your child's learning
How is extra support allocated to students and how do they move between the different levels?	• The school budget includes money for supporting students with SEN • The Head Teacher decides on the budget for SEN in consultation with the school governors, on the basis of needs in the school • The SENCO and members of the Senior Leadership Team (SLT) discuss all the information they have about SEN in the school including: - The students getting extra support - The students needing extra support - The students who have been identified as not making as much progress as expected - deciding what resources/training and support is needed
How are the teachers in school helped to work with students with SEN and what training do they have?	There will be a Partnership training plan according to need
How will the teaching be adapted for my child with learning needs?	See school SEN policy for details

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 formally every term and a National Curriculum level is given for each subject. • If your child is in Year 7 and above, but is not yet at National Curriculum levels, a more sensistive assessment tool is used which shows their level in more detail and will also show smaller but signficiant steps of progress. The levels are called 'P levels' • At the end of Key Stage 2 all students are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally • The progress of students with a statement of SEN/EHCP is formally reviewed at an Annual Review with all adults involved with the child's education, the student and parent(s)/carer(s) • The SENCO will also review progress of cohorts of students with SEN to inform training needs
What other services may be available from the Partnership?	• Educational Psychologist • Speech and Language Therapy • CIR (ASD Outreach) • Riverwalk Outreach • CAMHS • Sensory Team • School Nurse • Occupational Therapist • Wickhambrook Unit • First Base • Parent Partnership • Behaviour Support Service • ADHD Nurse • Thomas Wolsey Outreach
How will we support your child when they are leaving this school or moving to another class/year?	We recognise that 'moving on' can be difficult for a child with SEN 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 • Arrange additional transition visits according to need

	When moving classes in school: • Information including Pupil Passport and data, is accessible to all teachers In Year 11/13: • Students will receive appropriate careers guidance and support to discuss options and pathways and will have opportunities to attend Sixth Form and College open evenings/taster days • Students will have support from a Learning Support Assistant, where appropriate, to prepare and attend the interview at a Sixth Form School or College • The school SENCo will liaise with relevant staff at the new provision to ensure your child has a smooth transition