



THE FEDERATION OF
SCAPEGOAT HILL J&I AND
LINTHWAITE CLOUGH JI&EY SCHOOLS

SEND LOCAL OFFER

(SEND Information Report)

September 2021

SLC Federation vision – to be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child.

SEND LOCAL OFFER (SEND INFORMATION REPORT)

What does SEND mean?

Children are all different and make progress at different rates. They have different ways in which they learn best. Our teachers take account of this in the way they organise their lessons and teach. Children making slower progress or having particular difficulties in one area may be given extra help or interventions to help them succeed.

The Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with SEN), which was published in June 2014, is the document which gives guidance on increasing options and improving provision for children and young people with Special Educational Needs.

This definition appears at the beginning of the document:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is an extract from the new Code of Practice, setting out what schools are required to do:

Schools

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils.
- Class and subject teachers, supported by the senior leadership team, should make regular

assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.

- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child.
- Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do, Review – this is the **graduated approach** called SEND Support.
- Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies.
- Where a pupil is receiving SEND support, schools should meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.
- It is for schools to determine their own approach to record keeping. But the provision made for pupils with SEND should be accurately recorded and kept up to date. Ofsted will expect to see evidence of the support that is in place for pupils and the impact of that support on their progress as part of any school inspection.

If your child is receiving additional support because of a Special Educational Need or disability, you will receive a copy of your child's plan (Individual Education Plan or My Support Plan) each time it is reviewed. This gives details of the specific targets your child is working towards and how we can work, in partnership, to help your child achieve these targets.

You will also be invited into school to talk about how your child is doing - what is working and what we might need to do differently. This meeting is in addition to our Parents' Evenings. Coming to these review conversations gives you an opportunity to talk in greater detail about the support that is in place for your child and to ask questions or give us further information.

We also work closely with parents and carers of children with more complex needs, in order to support them in school, wherever it is appropriate and possible. We have worked with parents and carers to learn how to support children with medical conditions, those who need specific pieces of equipment or technology, those who need to continue prescribed therapeutic regimes (speech and language, occupational therapy, physical therapy) or need to attend other schools to access part of the curriculum.

If you have any questions about what is possible, please come and talk to us.

What we can offer at SLCF?

How accessible is our school?

The school has an Accessibility Plan which can be viewed via the school's website or by contacting the individual school office for a hard copy.

SLCF is committed to inclusion. Part of the Federation strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of

community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

Quality First Teaching

Every child is different and needs different things to help them succeed, and this means that the things we put in place need to be different for each child, including those with Special Educational Needs and Disabilities.

All children at SLCF benefit from high quality teaching which includes an appropriate curriculum that is differentiated to meet the needs of all learners, including those who need support or extension. Teachers use a variety of teaching styles and a wide range of materials, and are highly aware of the needs of each child in their class. Assessment methods and materials are tailored to the needs of individual pupils so teachers are able to monitor the progress of all our children very carefully.

Additional support

Sometimes children need additional support to make good progress. There are lots of ways to do this. Additional support might include:

- small group support in class/out of class
- individual support in class/out of class
- access to specific resources (use of technology, accessible materials, specific aids)
- mentoring or nurturing intervention
- specifically differentiated materials

We work as a team around each child

Sometimes, a child may need specialist support as well. We work with lots of other agencies and professionals to provide the best support possible for each child. This can include:

Educational Psychologist
Learning Mentor and Educational Teaching Assistant Support
Speech and Language Therapists
Occupational Therapists
Visual Impairment Services
Hearing Impairment Services
Outreach Provision
Child and Adolescent Mental Health Services (CAMHS)
School Nurses
Health Visitors

Diabetes Liaison Nurses
Epilepsy Liaison Nurses
Social Workers
Family Support Workers
Sure Start Children's Centre
Play therapy specialists

After-school opportunities

All children are able to apply to take part in after-school clubs and activities. Special Educational Needs and disabilities are not a barrier to participation.

Children with Special Educational Needs and disabilities are included in *all* educational visits and experiences, and appropriate support will be provided.

If you are worried about whether your child might need additional support to take part in an educational visit, please come and talk to us.

Working with families

At SLCF we know that all parents and carers want the best for their children and hope they will be happy and achieve their potential at school. We believe that success in the education of our children depends, at least in some part, on how parents, carers and school work together and this is particularly so when a child has additional needs.

Parents and carers know their children best and we want to take into account your views and experience to increase the effectiveness of any provision put in place for the child.

The process of identifying that a child might need additional support or assessment will involve a conversation between school and parents or carers at the earliest opportunity. This makes sure that parents and carers are always consulted at every step and kept fully informed about the help their child is given, and the results of that help. In addition to the termly parent/teacher consultation, children with EHCP will have a yearly review and schools operate an 'open-door' policy where the SENDCO is available on request for any discussions.

We communicate with parents in a range of ways including texting, letters, telephone conversation and meetings, parents can also keep abreast of school events and news via the newsletters and websites.

Making decisions

Decisions about the provision a child requires will be made on the basis of the child's identified needs. These needs will usually be identified by school, sometimes an outside agency, and agreed in partnership with parents and carers. These decisions are usually made during consultations between parents and staff.

Judgements about the effectiveness of provision will be made by regular progress checks.

Barriers to learning

Special Educational Needs and Disabilities could mean that a child has:

- learning difficulties – difficulty in acquiring basic skills in school
- emotional and behavioural difficulties – making friends or relating to adults or behaving properly in school
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child’s progress and/or involves treatment that affects his or her education.

Moving on to high school

We believe it is very important to prepare all of our children for their transition to high school at the end of Year 6.

This is a challenging time for all children and their families, but we understand that it can be a particularly worrying time for children who need extra support or have additional needs.

We have worked very hard to make sure our support for children with SEND meets their needs well and we welcome conversations with parents and carers about the specific needs of their children.

Enhanced transition

If your child has a social/communication difficulty or a disability (for example, visual impairment), we may start planning for transition in Year 5. This means we start to meet with parents and carers, other professionals who may be involved and colleagues from high schools to talk about what particular provision needs to be made. These conversations are very useful as they ensure that parents, carers and children see what ongoing support will be available from a range of high schools. Then, it is easier to make a decision about the most appropriate school for your child. It also helps secondary colleagues plan ahead, so that appropriate support can be ready for your child when he or she arrives at the new school in Year 7.

Extra visits may be possible to the chosen high school, throughout the summer term, for children we feel would benefit from more opportunities to experience what their new school is like. These visits might include:

- finding ways around the building;
- who to go to for help;
- understanding the arrangements at meal times;
- meeting new teachers;
- specifically-tailored experiences.

Information sharing

When your child moves on to high school, we make sure that all information about your child's needs are passed on to the appropriate people at the new school.

Who to contact

A range of staff may be involved in supporting your child; class teachers, teaching assistants, along with visiting specialist staff from external professions (NHS, CAMHS, CHEWS etc...). External support may be in the form of one-off visits or longer-term support or intervention.

By speaking to the class teacher or the school SENDCO, help can be given with arranging for you to contact various people involved with your child's education.

The SENDCO for the Federation of schools is Jill Wood and can be contacted through school on: 01484 647008 (Scapegoat Hill) or 01484 844300 (Linthwaite Clough) or e-mail jill.wood@kirkleeseducation.uk

A range of other support services are available – see also Kirklees Local offer: <https://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx>

Useful websites

Dyslexia

[Dyslexia Action](#)

[British Dyslexia Association](#)

[The Dyslexia Association](#)

Autism, Asperger's and Other Social/Communication Disorders

[The National Autistic Society](#)

[Autism Speaks](#)

[Ambitious about Autism](#)

Speech and Language

[Talking point](#)

[I CAN](#)

[Helping your child's speech \(NHS\)](#)

ADD/ADHD

[Living with ADHD](#)

[ADHD Information Services](#)

[ADHD and You](#)

Visual Impairment

[RNIB](#)

[Action for Blind People](#)

[National Blind Children's Society](#)

[LOOK UK](#)

Hearing Impairment

[Action on Hearing Loss](#)

[National Deaf Children's Society](#)

Parent Support

[PCAN](#)

[Parent Partnership](#)