

Cherry Lane Primary School



Local Offer

Special Educational Needs and Disability (SEND) Information

Cherry Lane Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school.

Our Inclusion Team

The Inclusion Team are:

Mrs Kennedy - Inclusion Manager and Assistant Head

- SEND

Mrs McInroy –SENDCo(Special Educational Needs and Disability Co-ordinator)

Ms Wiggins – Special Needs HLTA (Years 1, 2 and 3)

Ms Dring – Special Needs Teacher for Year 3 and 4

Mrs. Madan – Special Needs Teacher for Years 5 and 6

- Gifted and Talented

Ms Pathak– Co-ordinator

- English as an Additional Language (EAL)

Mrs. Ramdeen – Co-ordinator

- Behaviour

Mr. Sainhouse – Behaviour Manager

- Pastoral Team

Mrs. Carroll –Team Manager and Family Worker

Miss Hinda – Learning Mentor

Miss Whiting – Learning Mentor

Mrs. Ramsay – School Welfare (with links to outside health agencies)

- Special Resource Provision

Mrs Trott – SRP Manager

Miss Brookes, Mrs Relf – SRP HLTAs

Mrs Faye Kearney, Ms Michelle Wright, Ms Siham Melloul – SRP LSAs

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support.

Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support their needs are reflected in our local offer.

How does Cherry Lane Primary School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, Learning Support Assistants, the pupil's previous school, nursery or playgroup;
- concerns are raised through liaison with external agencies e.g. Health Team – Paediatricians, speech and language therapists;
- there is lack of progress;
- a child is performing below age expected levels;
- there is a change in the pupil's behaviour or any behaviour concerns;
- a pupil asks for help.

What should I do if I think my child may have special educational needs or needs extra help?

- If you have concerns then contact your child's teacher, SENDCO or the Inclusion Manager to discuss your concerns.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families.

Cherry Lane's Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

How will I know how Cherry Lane Primary School supports my child?

- For pupil's that require extra help with their learning, their class teacher will write an Individual Development Plan (IDP) – these are individual targets that are set and reviewed termly. Support will be implemented to help individuals achieve these targets which may include additional general support by the teacher or Learning Support Assistant, learning mentor support, attending specific interventions, or the implementation of specific strategies/resources in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Numeracy & Literacy skills etc. then the pupil may be placed in a small focus

group. This will be run by a teacher or Learning Support Assistant. The length of time of the intervention will vary according to need but will generally be for a term.

- The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Any additional support a child receives is recorded on the IDP. All additional support is planned in accordance with the SEND Code of Practice's 'Assess, Plan, Do, Review' model and individual progress is tracked through the IDP.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Further support from external agencies

- Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapy Team, Paediatrician, Occupational Therapist, Educational Psychologist, counsellor etc.
- Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency.
- After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Safeguarding

- The Governors of Cherry Lane Primary School are responsible for entrusting a named person, to monitor Safeguarding and Child protection procedures. They are also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record.

Governors

- In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DFE.

How is the curriculum matched to my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs.
- Typically this might mean that in a lesson there would be three different levels of work set for the class, however, on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Learning Support Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

- You are welcome to make an appointment to meet with either the class teacher or a member of the Inclusion team and discuss how your child is getting on.
- We can offer advice and practical ways that you can help your child at home.
- You will also be able to discuss your child's progress at Parents' Evening.
- Your child's class teacher will be in the playground at the end of each day if you wish to raise a concern.
- Appointments can be made to speak in more detail to the class teacher or a member of the Inclusion Team by visiting the school office.
- If needed, a pupil may be given a communication diary in which messages can be exchanged between adults working with your child in school and yourself.
- If a pupil has an Individual Development Plan (IDP) these will be reviewed by teacher each term and new targets will be set.

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

- The class teacher may suggest ways of supporting your child's learning through messages in the school diary, at parents' evenings or at the end of the school day.
- A member of the Inclusion Team may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed in some way.
- The school's Pastoral Team may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of work/activities are normally provided that can be used at home.
- Parent/carer workshops are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged.

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

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:
 - members of staff such as the class teacher and teaching assistant;
 - Inclusion Team and Learning Mentors are readily available for pupils who wish to discuss issues and concerns;
 - where appropriate, mediation sessions are carried out;
 - social skills groups are run by the Learning Mentors.
- The school provides programmes which support children to cope with significant change in their lives.
- We provide counselling, play therapy and music therapy (group and individual) by trained therapists for those children who are in significant need. This also provides advice and support for the parent/carers.

Pupils with medical needs

- If a pupil has a diagnosed medical need then a detailed Care Plan is compiled by Mrs. Ramsay (Welfare Officer) in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive annual asthma/epipen training delivered by the school nurse and any other training as and when it is needed.

- Where necessary and in agreement with parents/carers medicines are administered in school if they have been prescribed by a doctor.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Child Protection Advisors
- CAMHS (Child, & Adolescent Mental Health Service)
- Participation Officers (for attendance)
- Local Authority SEND Support Services this includes the following:
 - Language Advisory Service
 - Service for Sensory Impairment (Hearing/Vision)
 - Inclusion Team
- Social Services
- Child Development Team (Hillingdon Hospital)
- Occupational Therapy Team
- Speech and Language Therapy Team
- School Nurse
- Outreach from our SRP for Autism

Educational Psychologist

- We have an Educational Psychologist allocated to our school. They normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.
- In order to help understand the pupil's educational needs better, the Educational Psychologist will generally meet with the parent and give feedback after the assessment has been completed.
- They will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training has been put in place for the staff that are supporting children with SEND?

All staff receive ongoing training related to SEND. These have included sessions on;

- How to support pupils with Speech, Language and Communications Needs
- How to support pupils with dyslexia and dyscalculia.
- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional, behavioural and needs including ADHD.
- Mental Health training;
- How to support children with sensory needs;
- Understanding 'Mindfulness '
- SCERTS.

Cherries Specialist Resource Provision for children with a diagnosis of Autism along with complex needs.

From September 2015 we have had a Specialist Resource Provision (SRP) within school which caters for children with a diagnosis of Autism alongside complex needs. There is a separate entry criteria from the mainstream school and parents should please note that pupils from Cherry Lane will have to go through the same entry process.

We value the work and training of the staff within the centre and the outreach support that can benefit the rest of the school.

Updated Sept 2019