

Causeway Green



Primary School

Local Offer

For Children and Young People with
Special Educational Needs and Disabilities

Causeway Green has a fully inclusive approach, with effective provision for children with a range of needs, including all four categories of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.

Data shows that children with SEN make good progress in comparison with their peers at the school and with similar children in other schools. The school's most recent Ofsted report (May 2013) states that:

- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or through a statement of special educational needs is also above average.
- Pupils identified as needing further support in learning are making accelerated progress.
- Disabled pupils and those who have special educational needs are identified early and given good support to enable them to make good progress in their learning.
- Learning support assistants are well deployed in giving further support and challenge to particular groups of pupils, enabling them to make good progress, including disabled pupils and those with special educational needs.
- Pupils with behavioural, emotional and social needs are supported well in school and taught how to manage their behaviour.

Universal Offer

This is what we offer to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- We inform you about our policies and approaches to learning, including how we work with children who have learning difficulties.
- We welcome you and your child and take the time to discuss your child's needs before they start school.
- Our teachers and support staff have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- We should be able to tell you about the programmes which we are able to offer, in addition to what is available day to day in the classroom, if children need a boost to their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. Our school sets this out in a provision map. [Link to provision map](#)
- Our teachers are able to accurately assess the level at which he/she is learning from Foundation Stage and P level (measures progress for children who are working below National Curriculum Expectations) to National Curriculum.

- Our teachers are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- Our teachers will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- We will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress. We will also be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person, you should always know how well you are doing and what you need to work on to improve further.
- We will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths, or if they have difficulty managing their behaviour. We will keep you informed if your child needs one of these interventions and we will work in partnership with you to give it the best chance of being successful.
- These interventions are sometimes at a level called Wave 2. We will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make. They will meet with you at the end of the intervention period to discuss progress.

- We may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- We will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. Our Special Educational Needs Coordinator (SENCo) may talk to you about this. (All schools have to have a SENCo with experience and/or additional qualification in special educational needs, and this person will meet with you, and also advise staff about how best to help your child to make progress.)
- We will also be able to signpost you to support, advice and any extra curricular activities that may be available.

Additional SEN Support Offer

The Department for Education provides every school with funding that is different for each school, but is to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for an Education, Health and Care Plan. What you can expect to see in school is set out below.

- The Government expects that all children should make at least 2 National Curriculum levels (12 points) or 2 P levels from Key Stage 1-2. We will discuss with you how our intervention programmes are helping your child to achieve these longer term goals and, if progress is slower, why this might be.

- If your child is not making progress in their learning, or they have difficulty in managing their behaviour despite the strategies outlined at the Universal Offer, then he/she may need a higher level of support/intervention to help them make progress. We will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- We will continue to offer all the support and teaching strategies available at the Universal Offer level. We will be able to tell you what programmes we have to support reading, writing, maths and emotional/behavioural difficulties that we assess will support your child.
- If your child has a particular learning or behavioural difficulty, such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language needs, moderate learning or specific learning difficulty; teachers and support staff at Causeway Green will seek additional professional development/training to ensure that they can best meet your child's needs.
- We may/will ask for advice from an outside agency, such as a speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist, to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that we seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to the Inclusion Support Team](#)

- We will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. These programmes may last as long as 20 weeks; you should be told how long the intervention will last and what progress is expected.
- Your child may have some additional support in class for some lessons, if we think this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- You will be invited to a meeting which informs you about the programme or programmes to be used, why they have been chosen and what progress we are expecting your child to make. You should be invited to a review meeting to discuss progress.
- If your child has made progress then school will discuss with you:
 - whether there needs be a further period of intervention;
 - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress, we will consult with outside agencies to seek further advice on strategies and programmes.

- If the outside agency makes an assessment, you will be invited into school to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.
- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the programmes used and meet with you as a parents and should offer you a meeting at least once a term.
- If you are not happy about your child's progress ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about our response to meeting you child's needs, you must first raise your issue with the head teacher. If you are still unhappy raise your concerns with our Chair of Governors. If you are still not satisfied, then you can register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help and we can give you the contact details.

Education, Health and Care Plans

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education, Health and Care Plan (EHCP). If the LA agrees to begin the process; an EHCP takes 20 weeks to complete. Your child will continue to be supported from our SEN resource while the EHCP is completed.

- For some children this may have been initiated following the assessment made between 2 and 2 1/2 years of age, by the health visitor. There may be other children whose needs are not initially apparent, who have degenerative conditions or who have a later diagnosis, who will still require an EHCP due to the complexity of their need.
- The EHCP will specify what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in our school will access additional professional development in order to ensure that they have the skills to teach your child.
- Your child will also have access to all the provision detailed on our provision map, in the Universal Offer and Single School Based Category of SEN which are appropriate to their learning needs.
- Many children who need an EHCP will be educated in a mainstream school, but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.
- We will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHCP.
- If your child is not making expected progress then we will request additional advice from outside agency staff or special school outreach staff, who have additional expertise in respect of your child's difficulty.

Further Information

Our School Improvement Plan includes targets to improve outcomes for children with SEND.

Our Accessibility Plan includes key targets to ensure that the school does everything possible to facilitate access for people with SEN and / or disabilities.

All school activities, including off-site and residential visits, breakfast and twilight clubs are open to children with SEND; if necessary, to ensure accessibility, additional support or provision will be made.

We use 'Pupil Premium' funding to help provide interventions, support and additional activities for children who are eligible.

If you would like to know more about any of these, please enquire in the school office.