

Local Offer



At Skerne Park Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The educational provision made for them is 'additional to or otherwise different from, the educational provision made generally for children of their age'.

Aims

What we want for our SEN children:

- To have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- to raise the aspirations and expectations for all children with SEN;
- to be included in all aspects of school life;
- teachers equipped to identify and meet the needs of SEN of pupils as early as possible;
- to maximise the opportunities for students with Special Education Needs to join in with all the activities of the school;
- to experience success;
- to have parents that feel fully involved;
- to seek their views and take them into account;
- to acknowledge and draw on parent knowledge and expertise in relation to their child.

Objectives

To achieve these aims we will:

- work within the guidance provided in the SEND Code of Practice 2014
- to provide a Special Educational Needs Coordinator (SENCO) who will work with the SEN inclusion policy
- Plan a stage not age curriculum that includes targets for individuals.

- We will value all children in our school equally.
- We will offer high quality support to ensure that all needs are met including those of the more gifted and able pupils.
- To intervene as early as possible
- To celebrate achievement
- Keep parents informed and encourage them to speak with the Head teacher or SENCO if they have any concerns
- Ensure that staff have an up to date knowledge of SEN
- To provide support and advice for all staff working with special educational needs children.
- To make effective use of outside agencies when needed

Admission

Children with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

Specialist facilities

Our school meets all DDA requirements. We are accessible for all.
The governor responsible for SEN is Judi Gilbert.

Identification and Assessment of children with SEN

At Skerne Park Academy we identify the needs of the children by considering the needs of the whole child which include not just the special educational needs. The purpose of identification is to work out what action we need to take and not to fit a child into a specific category. We would identify a child as having SEN if they have not made adequate progress after adjustments and interventions have been in place. We use an Assess-Plan-Do-review approach to identifying the needs of the individual child.

There are four broad categories of need identified in the Code of Practice 2014. These are Communication and interaction, Cognition and learning, Social, Emotional and Mental Health Needs and Sensory and/or Physical needs. Please see the attached table 'SEN Broad Areas of Concern' that lists what we offer as a school. The table identifies what we do at a teaching, intervention and specialist level.

Differentiation

Differentiation means teaching children in ways and at levels which match their methods of learning. Children make progress at different rates and not all children learn in the same way. All children will receive support through differentiation however if the child does not make adequate progress the school will offer more support. All staff are responsible for identifying a child with SEN. The SENCO (Special Needs Coordinator), Miss Leanne Wilson, will work with staff to ensure that those children who may need *additional or different* support are identified at an early stage. The progress made by all children is regularly reviewed and monitored. Children are only identified as having SEN if they need something that is *additional to or different from* what is already offered.

Parents

When a child is identified as having SEN the school will discuss this with parents.

Partnership with parents plays a key role in enabling children with SEN to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to a shared view of a child's needs and the best ways of supporting them. All parents of children with SEN will be treated as partners and supported to play an active and valued role in their child's education.

The child's class teacher will work closely with parents at all stages of his/her education and should be the first point of call in case of difficulty. If parents have concerns, they should talk to the class teacher.

Child Participation

Children with SEN often have a unique knowledge of their own special educational need and circumstances and their own views about what sort of support they would like to help make the most of their education. They will be encouraged to participate in all parent consultations and the setting of learning targets.

Links with other agencies

External support services play an important role in helping school identify, assess and make provision for children with SEN. As part of our school offer we buy into the Educational Psychology service. The Educational Psychologist, if needed, will observe and discuss the child with the teacher and parent.

We also use a proportion of our budget to buy into Future Steps (Occupational Therapy). This service is used for Early Years children who show some delay or concern in their physical development.

Within Skerne Park Academy we also have an extensive amount of sensory equipment that we use to help children regulate their behaviour. These items can include fibre optic toys, vibrating cushions, weighted blankets, weighted jackets etc. The school also liaises with Child and Mental Health Service (CAMHs) based at Mulberry Centre, Behaviour Support Service, School Health Services, Family Support Service and Social Services. In addition to this, the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties. The school counsellor Viv Kavanagh works two days per week addressing social and emotional needs of children. She works closely with parents of children who access the service.

Funding

The LA provides the school with a sum of money in its school budget towards meeting a child's SEN. The school then plans and provides for children with SEN from this money and will use more from its budget as necessary. The school receives additional funding for children who have an Education, Health and Care Plan or Statement of Special Educational Needs above a banding of 6 (6 sessions and above out of a possible 10). The allocation of resources within the school is based on an annual audit of need. The more complex or severe the needs the more support that is provided.

Contact

If your child attends Skerne Park and you have concerns over your child's SEN then please speak with the class teacher or SENCO. If you have a child with SEN and are considering Skerne Park, you can discuss this further with the SENCo Miss Leanne Wilson.

SEN Four Broad Areas of Need				
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Quality First Teaching	Reception-Speech link and Language Link (TA Nicky Steggles)	T/TA support in class Individual Targets	Staff-Team-teach trained Support offered for break times, lunchtimes if needed	Change of the environment, lighting, positioning of board, seating etc.
	Visual timetables/aids/prompts	Differentiated planning, work and delivery	Lunchtime buddies	Sensory equipment-wobble boards, fidgets, weighted jackets, gym balls etc.
	Makaton signs in Nursery/Reception	Misconceptions addressed daily-AfL	Visual timetables	Regulation activities
	Clear modelling of language	Daily phonics-stage not age	Individual behaviour plans	Differentiated planning, work and delivery
	PECS	Use concrete apparatus to aid learning-numicon, voice recorders, task cards, timers etc.	Circle time	
	Differentiated planning, work and delivery		SEAL activities Sensory equipment-wobble boards, fidgets, weighted jackets, gym balls etc. Individual timers Differentiated planning, work and delivery	

Intervention	<p>Speech link and Language Link activities</p> <p>SALT programmes</p> <p>Resource base Outreach from Northwood</p>	<p>Fresh Start/1:1 phonics</p> <p>Toe by Toe (reading intervention 1:1)</p> <p>Word Wasp (spelling intervention 1:1)</p> <p>Beaumont Hill Outreach</p> <p>Lexia</p> <p>Misconceptions addressed through quick weekly intervention</p> <p>Memory group</p> <p>Listening Skills</p>	<p>Lego intervention</p> <p>Individual Behaviour Plans</p> <p>Positive Handling Plans</p> <p>School Counsellor</p> <p>Emotional Literacy skills</p> <p>ASD traits seek advice from ASD lead in school (T Racheal Cowan)</p>	<p>Daily/weekly physiotherapy</p> <p>Future Steps</p> <p>Fine motor/Gross motor skills</p> <p>Listening Skills</p>
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Specialist	Speech and Language Therapy	Educational Psychologist	CAMHs	LINS-HI, VI
	Social and Communication Outreach (linked to ASD)	Paediatrician	Behaviour Support Service	Physiotherapy
	Educational Psychologist	LD CAMHS	Social and Communication Outreach (linked to ASD)	Occupational therapy (NHS not Future Steps)
	Paediatrician		Family Support Service	Paediatrician
	CAMHS		CAF	
			Educational Psychologist	
			Paediatrician	
			FIT	
			Social Services	
			D.A.D	
			Young Carers	