



Ellenborough and Ewanrigg  
Infant School

# SEND Local Offer



# The SEND Local Offer

## at Ellenborough and Ewanrigg Infant School

### Why do we have a local offer?

The Local Offer sets out to transform the landscape of Special Educational Needs and Disability (SEND) provision to ensure that all children with SEND can enjoy a high quality educational experience and work towards positive life outcomes and opportunities. At its heart is the importance of Choice & Control for parents and carers over the services they choose for their child with SEND (The Local Offer, 2014).

At Ellenborough and Ewanrigg Infant School, we will do our best to meet the needs and secure the provision for any child who has been identified as having a special educational need. Our objectives are;

- to provide an environment where barriers to learning and participation are reduced to a minimum thus encouraging children to feel confident and respected and able to succeed.
- to ensure all children have access to an exciting, broad and balanced curriculum that enables children to reach their full potential.
- to work in partnership with parents and carers to ensure all children fulfil their potential.
- to work with all available agencies and other professional services to overcome barriers to a child's progress and learning.

#### *Definition:*

Children have special educational needs if they have a learning difficulty that requires special educational provision to be made for them. Children have a learning difficulty if they;

- Have a significantly greater difficulty in learning than the majority of children of a similar age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for similar age.

### How does the setting know if children need extra help and what should a parent do if they think a child has Special Educational Needs?

All staff at Ellenborough and Ewanrigg are proud to have a strong relationship with parents, ensuring that any concerns that are held about their child's education are dealt with. All staff are aware of developmental expectations of the children and are able to identify Special Educational Needs. If a parent suspects that their child has SEND then we recommend the first point of contact to be the school, primarily the class teacher.

### How will setting staff support a child with SEND?

All class teachers plan each lesson; differentiating the plans to meet the needs of each individual child. Planning is overseen by the head teacher to ensure that planning meets the aims set out in the School Development Plan. Each class at E&E has qualified support staff who assist the class teachers in enabling all children to reach their targets. The governing body are actively involved in the day to day running of the school and often visit school to observe lessons.

## **How will a parent know how their child is doing and how will Ellenborough and Ewanrigg help the parent support their child's learning?**

At E&E we encourage parents to be actively involved in their child's learning; whilst encouraging the children to take responsibility for their part in the learning process. We have an open door policy which enables the parents to discuss any concerns with their child's class teacher or a member of the senior leadership team.

As part of our commitment to the SEND policy; all children with a statement of SEND or those who are subject to intervention programmes will receive an individual Pupil Passport. This is our method of conversation between school staff, parents and children. As part of our work with parents, we also hold termly meetings with all our parents to discuss their child's progress.

## **What support will there be for a child's overall well-being?**

Our school supports all of our children and their families within the school as is needed. We work closely with the school nurse, staff from the Speech and Language Team as well as other outside organisations and agencies.

Regarding a child's medical welfare; we take notable caution when it comes to a child's health. The health and well-being of every child is of the utmost importance to us, so at the point a child is unwell, their parent will be contacted. Our policies on the *Administration of Medication* and *Intimate Care* are closely followed and appropriate documentation on each child who undergo treatment in line with these policies have documentation kept on school and is available on request for that child's parent/carer. All of this is to fulfil our safeguarding promises to our pupils and parents.

At Ellenborough and Ewanrigg, the outstanding behaviour and safety of our pupils means that each child is aware of the boundaries of behaviour that are expected of them. Our school *Behaviour and Behaviour Management* policy underpins our systems for positive behaviour management and appropriate sanctions. Pupils with continued challenging behaviour are subject to a *Behaviour Management Plan* which involves the child, school and the parents. This too is in line with our *Behaviour Management Policy*.

Concerning attendance, our school monitors attendance closely and senior leaders are punctual in contacting those families whose child does not attend. Each child is sent a letter of attendance each half term and those with 100% attendance are awarded with certificates.

## **What specialist services and expertise are available at or accessed by the setting?**

We work closely with a number of outside agencies to ensure that the health, safety and well-being of all our children is fully met. We have good links with the school health team, the speech and language team and the social care team.

## **What training is the staff receiving or have completed to support children with SEND?**

Each member of staff is encouraged to access training courses both within and outside of school. Members of our staff are currently trained in:

- Early Literacy Support
- Mathematics Intervention
- Language Support
- Team Teaching

If the skills needed are not at our disposal amongst the staff, we seek appropriate advice by working closely with outside specialists in the relevant fields (such as the Educational Psychologist and Speech and Language Therapist).

### **How accessible is the settings' environment?**

Ellenborough and Ewanrigg Infant School is fully accessible for wheelchair access. The school is all on a single level with ramps in a number of locations to aid wheelchair users ease of access to a number of entrances to the school.

Our school houses a disabled toilet which is equipped with changing facilities should they be needed. In addition, our nursery classroom houses an audio/visionary suite, particularly to aid some of our SEND and Early Years children.

### **How will the setting prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

At E&E, we cater for our children both as they enter and leave their time in education with us. Our weekly "stay and play" group for parent and toddlers encourages familiarity between the parent/child and the staff and setting. In order to further fulfil this potential, our school houses a preschool, so that children can begin their education with us from the term following their second birthday. This aids the child's progression into the Nursery.

When the time comes for a child to leave our school and continue in their next phase of education, we work closely with our local junior schools in order to facilitate a smooth transition. This work is done through the distribution of prospectuses, class visits and transition days. Staff from local junior schools also visit our children to meet and exchange information such as records of progress and SEN details.

### **How are the settings' resources allocated and matches to the children's special educational needs?**

The allocation of resources at Ellenborough and Ewanrigg is tailored to the needs of individual children in all aspects of the curriculum. Details of funds received and spending is fully detailed and available from the school website, however the majority of funding is generally spent on additional staff time required to run intervention programmes and support children within lessons in addition to the purchase of specialist equipment that may be required.

### **How is the decision made about what type and how much support a child will receive?**

The decision about the type and amount of support a child needs is based on discussions between all parties concerned in the child's development inclusive of: the child, the parent, school; and any outside agencies that may be involved.

The child's progress is monitored closely and an Individual Education Plan (IEP) will be drawn up in line with their specific educational needs and is reviewed termly by the class teacher. Our expertise and experience among staff means that the majority of the needs of children who come to our school are met. The targets set on a child's IEP determines the number of hours and type of intervention that child receives.

Should an EHCP be required, the head teacher follows Cumbria County Council procedure and requests an appointment for an Educational Psychologist to visit the child.