

# **Local Offer for Children with Special Educational Needs or Disabilities (SEND)**

## **Frequently Asked Questions:**

### **How does Lilycroft know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, teaching assistants, pastoral team or the pupil's previous school
- Information is passed onto the school from the LEA or other agencies ( e.g Health Services)
- There is lack of progress
- There is a change in the pupil's behaviour
- A pupil asks for help

Any concerns we may have are shared with parents, and with their consent, appropriate assessment and support is requested from support agencies to ensure that their child's needs are identified and met.

### **What should I do if I think my child may have special educational needs?**

If you have concerns then contact your child's teacher or Miss Qadeer, the school SENDCo.

### **What if my child has already been identified as SEN?**

When a child has been identified as having a need or disability we will work with those people who already know your child and use their knowledge to identify what the child's needs are and how they can be met in our school .This will usually involve meetings with parents/ carers to ensure we have a full picture of the child's needs.

### **What if my child has a disability?**

The school is compliant with the Disability Discrimination Act of 2005. SEN staff would meet with you and your child to discuss your child's needs and the provision that may need to be put in place.

## **How will Lilycroft support my child?**

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or other adults in class.
- If a pupil has needs related to more specific areas of their education, such as numeracy or literacy skills then the pupil may be placed in a small focus group. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

In addition to interventions, Lilycroft may offer focused teaching during Literacy and Numeracy outside of their usual classroom for children who are significantly below or above the other pupils in their class. This will be subject to staff availability and funding.

- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head teacher and the Senior Staff 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 which will be discussed and implemented by the SENDCo.
- Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Paediatrician 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. The duration of this process may vary depending on a particular agency's waiting list.

## **How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Additional support 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 will be able to discuss your child's progress at parents' evenings, these are held 3 times a year.
- Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office.
- IEPs (Individual Education Plans) are shared with parents at parents' evening. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included in the IEP.

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

- The class teacher may suggest ways of supporting your child's learning through face-to-face meetings, at parents' evenings or the weekly homework meetings.
- Miss Qadeer the school SENDCo may meet with you to discuss how to support your child. The class teacher 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 study are normally provided that can be used at home.

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

The school offers a wide variety of pastoral support for pupils; we have Learning Mentors who support individual or small groups of pupils as well as a Children's Counsellor available to support children's emotional needs.

### **Pupils with medical needs**

- If a pupil has a medical need then a Care Plan is compiled by the SENDCo in consultation with parents/carers. Care Plans are discussed with all the staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school.

### **What specialist services and expertise are available at 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:

Autism Support Service

Learning Difficulties Team

Educational Psychologist

Children's Counsellor

Social, Emotional and Behavioural Difficulties team

Visual Impairment Team

Hearing Impairment team

School Nurse

Occupational Therapist

Speech and Language Therapist (SALT)

Physiotherapy

Child and Adolescent Mental Health Service