



SPECIAL EDUCATIONAL NEEDS: LOCAL OFFER

The approach to meeting the requirements of pupils with Special Educational Needs (SEN) at Lewes New School (LNS) is to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Q1. Who supports children with special educational needs and / or disabilities at LNS?

Q2. Who are the best people to talk to at LNS about my child's difficulties with learning/Special Educational Needs/disability (SEND)?

Q3. How can I talk to them about my child if I need to?

Class Teacher

He/she is responsible for:

1. Ensuring that all children have access to a curriculum that is adapted to meet your child's individual needs (this is known as differentiation).
2. Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, interventions, adapted resources etc).
3. Ensuring that all members of staff working with your child are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress.
4. Writing and sharing targets with children and parents.
5. Writing Strategies for Learning Plans (SfLP) for children who require them.
6. Writing Individual Provision Maps for children.
7. Ensuring that the school's SEN & Inclusion Policy is followed in their classroom for all students.

Contacted by phone: 01273 477074

Or email: office@lewesnewschool.co.uk

SENCo

She is responsible for:

1. Co-ordinating the support for all children with special educational needs (SEN) and or disabilities, and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
2. Liaising with all the other people who may be coming into LNS to help support your child's learning (e.g. occupational therapist (OT), Speech and language therapist (SALT) Educational Psychologist, Learning Mentor etc).
3. Updating the SEN register and Provision Maps (a system for ensuring all the special educational, physical and sensory needs of students in the school are known and understood) and making sure there are records of your child's progress.
4. Monitoring the progress of all children with SEN.

5. Providing ongoing specialist support for teachers and support staff at LNS so they can help your child (and other pupils with SEN and/ or disabilities) to achieve their full potential.
6. Organising training for staff so they are aware of and confident about how to meet the needs of children at the school.
7. Writing and reviewing School Based Action Plans.
8. Organising and chairing Annual Educational Reviews for children with an EHCP or SBAP.
9. Referring children to outside organisations and specialist professional support.
10. Supporting staff in assessing children's special educational needs.
11. Undertaking Pupil Discussion meetings each term to discuss and monitor all children's progress and support staff in assessing and implementing interventions to support children.
12. Supporting parents and staff in managing a range of issues that impact on children's learning.
13. Managing pastoral support across the school.
14. Supporting Class Teachers in writing Strategies for Learning Plans (SfLP)
15. Ensuring that parents are kept informed about the support your child is getting, through the use of meetings, provision maps, school based action plans, structured conversations and Annual Reviews.
16. Ensuring that parents are involved in the process of identifying, planning and reviewing the interventions/support that is put in place to help your child achieve their potential.

SENCo: Alison Waterhouse
 Contacted by phone: 01273 477074
 Or email: office@lewesnewschool.co.uk

Head Teacher

She is responsible for:

1. Monitoring the progress and provision for all children including vulnerable children within LNS.
2. Managing pastoral support across the school.

Head Teacher: Linda Morris
 Contacted by phone: 01273 477074
 Or email: office@lewesnewschool.co.uk

Q4. How could my child get help at Lewes New School?

Children at LNS will get support that is specific to their individual needs. This may be provided by the class teacher/support staff in class or may involve:

- other staff from within school including Learning Mentors;
- staff who will visit from the Local Authority such as ASD outreach team or sensory service (for children with a hearing or visual need), Educational Psychologist etc;
- staff who visit from outside agencies such as the speech and language therapy (SALT) occupational therapy, learning mentor, family support workers, CAMHS etc;

- Independent Consultants engaged to support children or staff at the school such as Speech and Language Therapists, Occupational Therapists, Educational Psychotherapists etc

What are the types of support available for children with SEN and/or disabilities in this school?	What would this mean for your child?	Who can get this kind of support?
Class teacher input via appropriately differentiated classroom teaching.	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve strategies such as using more practical learning resources or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCo or outside agencies) to enable your child to access the learning task. 	All children at Lewes New School receive this.
Specific small group work (intervention groups). This group may be: <ul style="list-style-type: none"> • Run in the classroom or in another area within the building. • Delivered by a teacher or teaching assistant who has had training to run these groups. 	<ul style="list-style-type: none"> • Each child's progress is carefully monitored and discussed in a pupil Discussion meetings (3 times per year), with the Head, SENCo and class teacher. A gap in your child's learning/understanding will have been identified and the need for extra support to close the gap between your child is needed. • The class teacher will plan group sessions to help your child to make more progress. • A teaching assistant will usually run these small group sessions using the teacher's plans or a recommended programme. 	Any child who has specific gaps in their understanding of a subject/area of learning.
Specialist support (1:1 or	• If it is agreed that the support of	

<p>small group work). This may be:</p> <ul style="list-style-type: none"> • Delivered by a specialist teaching assistant or teacher. • Delivered by outside agencies. 	<p>an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. speech and language therapy, occupational therapy etc. Referrals will be made in order to advise and support the school in enabling your child to make progress.</p> <ul style="list-style-type: none"> • You may need to attend appointments with your child (dependant on the referral being made). • The specialist professional may observe your child within school and/or work with your child. Recommendations may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class. ○ Targets and activities set through a specific programme to be delivered in school either by the professional or a trained teaching assistant. These targets will also be reinforced at home where appropriate. ○ A group or individual work with the outside professional. ○ We may suggest that your child needs some agreed individual or group support in school. 	
<p>Specified individual support Usually, if your child requires this high level of support they may also need specialist support from a professional outside the School. This may be from:</p> <ul style="list-style-type: none"> • Local Authority services e.g. ASD outreach team, sensory service (for children with a hearing or visual impairment). • Outside agencies e.g. speech and language 	<ul style="list-style-type: none"> • The School (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. • In order to request a statutory assessment, your child will already have a School Based Action Plan (SBAP) or will be in the process of starting one. This is subject to 3 review periods (each for approximately 6 weeks) before being submitted for statutory assessment with the Local 	

<p>therapy (SALT) service, Occupational therapy, physiotherapy and/or CAMHS.</p>	<p>Authority. You will be fully involved in this process through a series of meetings held at school with the SENCo.</p> <ul style="list-style-type: none"> • After LNS has submitted the request to the Local Authority, the LEA will decide whether they think your child's needs meet the criteria for an EHCP (Education Health Care Plan). <ul style="list-style-type: none"> ○ If it is agreed, then they will ask you and all the professionals involved with your child to write a report outlining your child's needs. This process will take up to 20 weeks. ○ If they do not think your child needs an EHCP, they will ask the school to continue with the school based action plan. • If your child has a Statement of SEN or EHCP it will outline the level and type of support your child needs through a series of targets/ objectives. These are statutory and subject to annual review. 	
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Q5. How will we prepare and support your child to join the school, transfer to a new school or to the next stage of education?

Before your child starts at Lewes New School you will be invited for a visit to have a look around and speak to the Head and/ or the SENCo.

If your child is starting in Reception:

- If they currently have a key worker from the Early Years Service (EYS), then a meeting is usually set up at the school with the SENCo, EYS key worker, any other key agencies and yourself. This will give the opportunity to share essential information about your child for a smooth transition into school. This information is shared with all key staff within school likely to work with your child.
- We may suggest adaptations to the settling in period (transition) to help your child to settle more easily into the school. This may involve a graduated or staggered timetable.
- We will use information given to us from previous settings (school/academy/nursery) to implement strategies/support for your child at LNS.

When moving classes in school:

- Information will be passed on to the new class teacher. They will discuss your child's strengths, achievements and any areas of concern, as well as the strategies that have been successful.

When leaving the school:

- The class teacher and/or SENCo will discuss the specific needs of your child with the Inclusion Manager of their next school.
- Your child will have the opportunity to access additional visits to their next school and access a full transition support programme within LNS.
- For children identified by class teachers, parents and the SENCo as being vulnerable to transition a specifically designed programme will be undertaken to support them. This will include several visits to their next school, meetings with class teachers both at LNS and within their new school and times when they can join in with their new school's activities.

Q6. How can I let LNS know I am concerned about my child's progress?

- If you have concerns about your child's progress or any other area of their development or wellbeing then you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed then you should speak to the SENCo.
- The Head Teacher may also be involved at this stage.

Q7. How will LNS let me know if they have any concerns about my child's learning?

- Pupil Discussion Meetings are held every term (3 times per year) to discuss every student's progress and achievements. Your child may be identified as not making the progress that is expected for them within this meeting.
- When a teacher or a parent has raised concerns about a child's progress or achievement a meeting with the SENCo will be organised so that further professional input can be obtained. Discussions will take place to determine why this is so. Decisions will then be made whether to monitor this or set up specific intervention. This may then lead to observations, assessments or a referral request to a specialised professional. This might include e.g. Speech and Language and/ or Occupational Therapist.
- If any teachers have concerns or observe that your child is struggling in any area then they will suggest a meeting with you where this can be discussed in detail.

Q8. How is extra support allocated to children?

- Support is allocated according to the individual need of the child.
- The class teacher will have discussed the progress of each child in Pupil Discussion Meetings each term with the SENCo and Head Teacher. During this meeting children's progress and achievements are discussed. If it is felt that children need support then the support will be identified within these meetings. Parents are then contacted to discuss the provision being suggested.

- Discussions may take place between the class teacher and the SENCo and recommendations or appropriate referrals will be made after consultation with parents.

Q9. What specialist services and expertise are available at or accessed by Lewes New School?

There are a range of agencies that we can access, these include:

- The Educational Psychologist Service
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- Physiotherapy (usually only accessed via a statement of SEN or EHCP)
- Independent Consultant Speech and Language Therapist
- Independent Consultant Occupational Therapist

In addition to this we also offer:

- **Learning Mentors** to work with individual children to support transition, an interest or a difficulty.
- **Motricity** focused on supporting early writing (delivered in Early Years).
- **Write from the Start** focused on supporting handwriting and visual perception skills (delivered by trained Teaching Assistants).
- **Personalised Learning for Reading (PLR)** delivered by trained teaching assistants.
- **Circles for Learning** delivered by class teachers supporting the early development of emotional literacy, developing positive relationships and social inclusion

Q10. What training have staff supporting children with SEND had, or are having?

- Regular training takes place for all staff at Lewes New School. Training is accessed both in house and through attending training off site.
- Teaching Assistants have bi-weekly Work Discussion meetings where good practice is shared, interventions and support programmes are taught and strategies to support learning are explored and shared.
- Teaching assistants and teachers are given opportunities to observe others so that they can learn from each other.
- Medical training to support pupils with medical need is organised as needed.

Q11. How are parents and carers involved at LNS?

At Lewes New School we have a strong ethos of working together with parents. We believe that children achieve their best when all involved with the children share a clear understanding of their needs, strengths and difficulties. Our teachers are always available at drop off and home time for a quick chat or to make an appointment for a longer discussion.

Communications with parents include:

- Our **website** www.lewesnewschool.co.uk
- **Friday Letter**, informing parents of dates, events and items of school news
- Regular **informal opportunities to drop in** and formal **Family Consultations** (this includes longer meetings for our children recognised as having SEN)
- **Reviews** and meetings focused on reviewing support and interventions
- **Parent coffee mornings, Open Days, Exhibitions, special assemblies**, concerts and events.

Q12. How will my child be included in activities outside the classroom including educational visits?

Risk assessments are carried out for any visits and reasonable adjustments will be made where required. For some visits you will be included in a meeting to discuss the needs of your child.

Glossary of terms

SBAP	School Based Action Plan
EHCP	Education Health Care Plan
SfLP	Strategies for Learning Plan
SA	School Action (stage of SEN code of practice)
SA+	School Action Plus (stage of the SEN code of practice)
SEN code of practice	The legal document that sets out the requirements for SEN
SEN	Special Educational Needs
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Service
ESBAS	The Education Support, Behaviour and Attendance Service
ASD	Autistic Spectrum Disorder
SCSN	Service for children with sensory needs
EYS	Early Years' Service
SEBD	Social Emotional and Behavioural Difficulties
SPD	Sensory Processing Disorder
VI	Visual Impairment
HI	Hearing Impairment
ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
PDA	Pathological Demand Avoidance
OCD	Obsessive Compulsive Disorder