

'Local Offer' for Children with Special Educational Needs and disabilities.

All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs or disabilities. The Storrington Area Rural Schools (STARS) work collaboratively to ensure best practice and a common approach is in place. The STARS Locality of Schools are the following: Amberley First School; Ashington CE School; Rydon Community College; St Mary's CE First School, Washington; Storrington First School; 'Thakeham First School; West Chiltington Community School. The questions and answers below have been written collectively by the schools and represent our common values and practices. We are committed to working with families at every stage.

The questions and answers below have been written collectively by the schools and represent our common values and practices. We are committed to working with families at every stage. At Rydon we worked with the Locality STARS schools and a network of Secondary schools to ensure the best possible practice for Year 6, 7 and 8 pupils in our care.

1. How does the school know if children need extra help and what should I do if I think my child has special educational needs?

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEN Code of Practice 2014. A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with both you and the school SENDCO (Special Educational Needs and Disability Coordinator) in order to decide whether additional or different provision is necessary. In addition to the usual assessment, there are specialist assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

If you have a concern about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SENDCO.

2. How will the school support my child?

We may support your child in a variety of ways depending on their individual needs. The first way is within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher. An additional provision may be through targeted small group work or 1:1 sessions that take place in or out of the classroom. Your child's targets will be set by the class teacher in collaboration with the SENDCO and yourselves.

If your child's progress is cause for concern, the SENDCO will become involved and in discussion with you, will decide further provision.

3. How will the curriculum be matched to my child's needs?

We strive to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible.

4. How will I know how my child is doing and how will you help me to support my child's learning?

In addition to the regular parent meetings, you will be kept regularly informed of your child's progress by discussing your child's targets with staff. This will identify the next steps for your child to make progress and how the school and you can help them. Progress will be monitored and reviewed regularly to ensure that both you and your child can express your views and are fully involved in decisions. Regular contact may be communicated through a home/school link book, e-mails, telephone calls or meetings.

5. What support will there be for my child's overall well-being?

We aim to develop children's emotional and social well-being in partnership with parents and carers. In some cases this may be provided by specialist support.

6. What specialist services and expertise are available at or accessed by the school?

External support services play an important part in helping the school identify, assess and make provision for children with special education needs. The range of support services and access to them is outlined in the Local Authority's Local Offer.

As a Locality Group, the SENDCos work closely together to share expertise and to agree which external services we need to commission.

Before the school make any referral to a specialist service we will always discuss this with you.

7. What training are the staff supporting children special educational needs having?

We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. The SENDCos of each school within the STARS Locality meet together each half term to share good practice and this is a strength of our group of schools.

8. How will my child be included in activities outside the classroom including school trips?

We aim to enable every child to participate as fully as possible in all elements of the wider curriculum. All reasonable adjustments are made to ensure that all children attend school trips and residential visits with support as appropriate. We will communicate with parents and carers to discuss individual needs prior to any visit or activity.

9. How accessible is the setting?

Each school has an accessibility plan which is discussed at SENDCo Locality meetings and reviewed every 3 years or sooner.

10. How will the school prepare and support my child to join the school and transfer to the next stage of education or life?

If your child has an Education Health Care Plan or statement of Special Educational Need, your options are discussed at their Annual Review meeting, prior to the year of transfer

When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place. As a Locality Group we work hard to ensure the successful transition of pupils with SEND.

11. How are the school's resources allocated and matched to children's individual special educational needs?

The school receives money on an annual basis to support provision for special educational needs. The money is allocated annually by the Governing Body when setting the school's budget. It can be used to pay for staffing and resources to provide high quality and appropriate support for children with special educational needs throughout the school.

12. How is the decision made about the support my child will receive?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. Using their expertise and professional judgement, the SENDCo (who holds qualified teacher status) will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents. This is part of our planning, reviewing, doing and assessing cycle.

13. How are parents involved?

We recognise the value of working in partnership with parents and as in other aspects of school life, we would hope that you would want to be fully involved in discussing the nature of the support they receive and judging the effectiveness of any activities.

14. Who can I contact for further information?

We are always happy to talk to you about your child.

You can also access information from:-

West Sussex County Council Grid for Learning

www.westsussex.gov.uk

Parent Partnership Service

parent.partnership@westsussex.gov.uk

West Sussex Parent Carer Forum

www.wspcf.co.uk