



Twycross House School

SEND LOCAL OFFER

Welcome to our SEND information report which outlines our contribution to the Leicestershire Local Offer for learners with Special Educational Needs and/or Disabilities (SEND).

This information must be updated annually and must follow the requirements set out by the Department for Education (DFE) in the SEND Code of Practice.

This can be found at the following web address

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is the Local Offer and where can I find it?

From September 2014 Leicestershire LA has published a Local Offer. This has two purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving children with SEND, their parents and educational and health providers in its development and review.

Up to date information about Leicestershire's Local Education Authority's Local Offer can be found at the following web address

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Need and/or Disability (SEND)?

- **The Head Teacher**

September 2023

Mr Assinder has overall responsibility for all children in the school and he would be happy to discuss any concerns that you may have.

- **The Special Educational Needs Coordinator (SENCO)**

Mrs Holmes is currently the school SENCO and is responsible for coordinating all provision for children with SEND.

- **Your child's Head of Key Stage.**

They are directly responsible for the progress of all pupils within the Key Stage and will have detailed information about each child. Initial concerns should be raised with the form teacher who will offer guidance as to the best person to contact, and discuss the concerns with the appropriate Head of Key Stage.

How do you identify children with Special Educational Needs/Disabilities?

- Early identification of pupils with SEND is vital. Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for all pupils in our school. The school has a rigorous monitoring system, through tracking, to identify where a child is not making expected progress or working below national expectations.
- Where a child's needs are persistent, a class teacher will raise concerns with the SENCO to discuss whether or not different or additional provision is required to meet the child's needs. The SENCO will then communicate with parents to discuss the suggested provision and to listen to their views.
- We will know a child needs extra help if: there is a change in the pupil's behaviour or progress; limited progress is being made or if concerns are raised by parents/carers, teachers, support staff or the child.
- We recognise the four main areas of need as:
 - Cognition and Learning
 - Social, Emotional and Mental Health Difficulties
 - Communication and Interaction
 - Sensory and Physical Needs
- In some cases if a child is continuing to experience significant difficulties further external expertise may be requested. The school will refer to external agencies for assessments or diagnosis as appropriate but only following consultation with parents.

How will you support my child?

- High quality teaching, differentiated to meet the needs of individual children is always seen as the first step in responding to those who may have SEND. Working together, the SENCO, class teachers, parents and child will discuss the support needed to meet the outcomes identified for the child. The SEND support will take the form of a four part cycle (assess-plan-do-review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what supports the child in making good progress and securing good outcomes.
- Following this, if further support is required, it will be provided by targeted interventions that may be delivered within the class or as part of additional support sessions. These may be led by the SENCO, a specialised teacher or a member of the student mentoring scheme who has been trained to support the learning needs of the individual pupil.
- Interventions currently being used are:
 - Development of long form writing through use of frameworks
 - Skim and Scan training
 - Reading speed and comprehension support
 - Study Skills Programmes
 - Exam skills sessions
- At this point the SENCO, alongside the Form Teacher/Head of Key Stage will, in collaboration with parents and children, draw up a learning support plan or IEP. Both teachers and parents can then work together to ensure that the child meets these targets and further targets can be arranged if needed.
- As of September 2014 the Statement of SEN changed to an Education, Health and Care Plan (EHCP). There are now only two levels of need for children with SEND:
 - School SEN Support
 - Education, Health and Care Plan (EHCP)
- The support offered to all pupils with SEND is outlined in the **School SEND Policy**. The SENCO is responsible for devising this policy and ensuring that this is reviewed regularly to meet the changing needs of our learners.

What about external agencies?

- Occasionally a pupil may require more expert support from an outside agency. A referral may be advised by the SENCO in consultation with parents as to the most appropriate professional to support your child. After a series of assessments, recommendations may be made to the school and a programme of support is usually provided.
- The school has worked with Speech and Language therapists, neuro-development teams, occupational therapists, Educational Psychologists, paediatricians and Leicestershire Specialist Teaching Services.

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

- Resources may include deployment of staff depending on individual circumstances.
- The school will ensure that funding is in place to meet the required provision of any pupil with an EHCP.

How does the school know how effective its arrangements and provision for children with SEND are?

- Your child's progress will be continually monitored by their form teacher, alongside the Head of Key Stage and the SENCO. Their progress will be reviewed regularly through the school tracking and monitoring system. This progress is monitored by the Form Teacher, Head of Key Stage and the SENCO. Pupils identified as having individual needs will be supported within school through targets set in a learning support plan, or an IEP if this is more appropriate. If an IEP is created, then this will outline targets, success criteria and strategies to be used by all staff working with your child. Parents will receive a copy of the IEP and will be involved in the review process.
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved in the education and support of that child.
- The SENCO, Form Teacher and Head of Key Stage will check that your child is making progress in any group that your child works in. They will monitor this through information collection from class teachers, pupil work scrutiny, tracking of pupil performance and tracking of end of year exam performance. This monitoring will ensure that the needs of all children are being met and that the quality of teaching and learning is high.
- Ongoing monitoring takes place by pupils' teachers to identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. Initial identification will occur through concerns raised during the school's normal assessment cycle and termly data tracking. The outcome of assessments will then determine appropriate intervention to support the child's needs.

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

- Pupils who have a Education Health and Care Plan (EHCP) are reviewed on an annual basis. These reviews are carried out in line with statutory guidance for reviews. Advice is provided by the teacher, SENCO, external agencies (where appropriate), the pupil and the parent/carer. Documentation is shared in advance and meetings held at a mutually agreed time.
- On a more regular basis parents are welcome to make an appointment to discuss progress with their child's form teacher, the Head of Key Stage or the SENCO.
- Any programmes of support provided by external agencies are shared with parents. Often specialist reports contain advice for parents and strategies for supporting their child's learning at home.
- The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time.

How will the curriculum be matched to my child's/young person's needs?

- Twycross House School is dedicated to providing a broad and balanced curriculum for all learners. We plan high quality teaching and learning as well as supporting our pupils into becoming positive citizens.
- Differentiated planning by all teachers means that all pupils enjoy learning activities at a level that matches their abilities.
- When required specialist equipment and classroom adjustments may be given to the pupils to support their learning.

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

- Twycross House School has an inclusive ethos. The school offers a wide range of activities that are open to all pupils. Risk assessments are completed by staff prior to any educational visits. Additional support for pupils with a high level of need will be arranged when appropriate.

How accessible is the school environment?

- As a school we are happy to discuss individual access requirements.
- Please see our Accessibility Plan for more information.

How have the school staff been helped to work with children with SEND and what training have they completed?

- We have an experienced team of staff who are used to meeting the needs of all pupils. All staff have different experiences of working with children with SEND. We regularly share information and ideas at meetings and training events.
- A programme of teacher training which focuses on the key challenges present within the SEND cohort and how to give all pupils equal access to the curriculum.
- We have experience in supporting children with dyslexia, dyspraxia, dysgraphia, selective mutism, neurodevelopmental disorders and speech and language difficulties. We work with relevant agencies such as Speech & Language Therapists, Hearing Support Teams and Educational Psychologists.

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

- The school recognises that some children have additional social and emotional needs that need to be developed and nurtured. All classes follow a structured RSHE (Relationships, Social, Health Education) curriculum to support this development.
- If required the school will request the support of specialists (such as the Educational Psychologist) to support pupil experiences difficulties.
- The school supports pupils with medical needs in the following ways:
 - If a pupil has a serious medical need then a detailed Care Plan is compiled with support from parents/carers. These are discussed with all staff who are involved with the pupil.
 - Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
 - A high number of staff have basic paediatric first aid training.

How will you support my child when they progress from one Key Stage to the next?

- The school recognises that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.
- If a child is joining us from another school, the SENCO will gather information and previous strategies that have been implemented for the pupil at their previous school.
- Internal transition is managed through meetings with key staff who have been supporting the pupil in the previous year and those that will continue the support moving forward.
- If a child is moving to another school we will contact the school SENCO to ensure that he/she knows about any special arrangements or support that need to be made for the child and we will ensure that all records are passed on as soon as possible.
- We work closely with The Hollies and in Year 4 the class teacher and/or the SENCO will discuss the specific needs of a child with the members of staff and/or SENCO. In most cases, a transition review will take place with the SENCO from their previous school. Children will be supported to ensure that they understand the changes ahead. Where possible, a child will visit their new school, and in some cases staff from the new school will visit a child in this school.

How will I be able to raise any concerns I may have?

- In the first instance all concerns are to be raised with the pupil's form teacher. If there are more specialised educational concerns or complaints that need to be discussed then you can arrange an appointment with our SENCO or Head of Key Stage, who will be able to offer advice in relation to these.
- The school works in collaboration with parents in many ways, and is always looking for opportunities to strengthen links with families. These include:
 - Parents' evenings and consultations focussed on progress, targets, support and information sharing.
 - Phone calls or meetings as appropriate to share information and to discuss any issues.
 - Annual Reviews and IEP review meetings.
 - Parent information sessions e.g. new starters meetings
 - The school's website containing up to date information.
- The complaints procedure is clearly laid out in the complaints policy which is available from the school office.

Should you have any further queries then please contact the school office on 01827880651 or enquiries@twycrosshouseschool.org.uk who will be happy to arrange an appointment with the appropriate member of staff.

Further information re accessibility can be found on our Accessibility Plan (copy held in office).

Report Date – June 2023

September 2023