



The King Alfred School

Local Offer

Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for 'special educational provision' to be made for them.

(a) If they have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) If they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age.

(c) Or are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

All students in school receive quality teaching. All teachers are trained and supported in teaching students who have difficulties with learning. A range of teaching and learning styles are used and appropriate learning objectives are set for all students.

We work hard to ensure all students are successful at school. In order to achieve this, many steps are taken by a range of staff to support them through their learning journey.

However for some students there are occasions when special educational provision may be needed to help them achieve their targets.

Students and Families Act 2014

The Government is transforming the system for students and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Act will extend the SEN system from birth to 25, and aims to promote effective communication between school, students and families.

Changes to be implemented from September 2014:

- Three year plan to replace statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan.
- Improving cooperation between all the services that support students and their families and particularly requiring local authorities and health authorities to work together.
- Schools are required to publish a response to a set of questions about their special educational needs provision. This is called the 'School Offer'.

Professionals from our partner schools have met to try and ensure that the special educational provision we provide for students as they move up the schools is joined up and prepares students well for the next stage.

School Offer

1. How does The King Alfred School know if students need extra help?

We know when students need help if:

- Concerns are raised by parents/carers, teachers or the student.
- Students have been previously identified by their previous school.
- Limited progress is being made.
- There is a change in the student's behaviour.

1a. What should I do if I think my child may have special educational needs?

- If you have any concerns The Head of Learning Support (Mrs. S. Lloyd) is the initial point of contact

2. How will I know how The King Alfred School support my child?

- Each student's learning will be planned by the class teacher. They will be differentiated accordingly to suit the student's individual needs.
- If a student has significantly greater difficulty in learning or need than the majority of other students of the same age then they may need 'special educational provision'. This may mean a specific intervention which you will be informed about and which will be reviewed termly to ensure that there is a positive impact. If you have any queries related to the intervention please contact the school.
- Occasionally a student may need more expert support from an outside agency. A referral may be made to the most appropriate agency. After assessment, a programme of support will be planned.

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

- When a student has been identified with special educational needs their work will continue to be differentiated by the class teacher to enable them to access the curriculum more easily.

- If a child has been identified as having a special educational need, they will be given a Student Passport – based on what was formerly known as an Individual Education Plan, targets will be set according to their area of need.
- If appropriate, specialist equipment may be provided for the student e.g. writing slopes, pen/pencil grips or easy to use scissors.

4. How will I know how my child is progressing?

- You will be able to discuss your child's progress at Academic Review Days, Subject Evenings and at reviews and meetings with the Head of Learning Support.

4a. How will you help me to support my child's learning?

- The class or subject teachers may suggest ways you can support your child.
- We can direct you to resources and offer advice to help with literacy, numeracy, and revision resources etc.
- If external agencies have been involved, suggestions and programmes of study are often provided that can be used at home.
- We work with families and recognise that collaboration and a consistent approach between school and home is essential.

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

The school is keen to support student's overall well-being.

Initial points of contact might be:

- Head of Year, tutor, class teacher or the Head of Learning Support for students with SEN.

Students with medical needs

- If a student has a medical need then they may need a Medical Care Plan compiled with support from the appropriate professional in consultation with parents/carers. These are discussed with staff involved with the student.
- Staff receive necessary training for medical support delivered by the appropriate professional where needed.

- Medicines are administered in school in accordance with the school medication policy and with the agreement of parents/carers.
- The school has trained welfare assistants on site.
- It is essential that parents/carers keep school informed regarding medical conditions and any changes relating to students' needs or care.

6. 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 and Communication Team
- Child & Adolescent Mental Health Service (CAMHS)
- Educational Psychologist
- Educational Welfare Officers – Attendance
- Hearing Impairment Service
- Learning Support Service
- Integrated Therapy Service – Occupational Therapy, Speech and Language Therapy, Physiotherapy
- Physical Impairment and Medical Service (PIMS)
- Social Services – Somerset Direct
- School Nurse
- Visual Impairment Service

7. What training have the staff supporting students with SEND had or are having?

Training sessions are available for staff related to SEND.

There are sessions on:

- Communication and interaction
- Autistic Spectrum Disorders
- Social, mental and emotional needs
- Sensory and physical
- Specific learning difficulties such as Dyslexia and Dyspraxia
- Hearing and Visual Impairment

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

We are a fully inclusive school and activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all students to participate as far as possible.

9. How accessible is the school environment?

As a school we are keen to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- Toilets adapted for disabled users.
- A fully equipped Physiotherapy suite.
- Lifts to access the first floor.

10. How will the school prepare and support my child when joining The King Alfred School or transferring to a new school?

Many strategies are in place to enable the student's transition to be as smooth as possible. These include:

- Discussions between the previous and receiving schools prior to the student joining/leaving.
- The school has a well-developed transition plan for Year 6 students.
- If a parent/carer has questions or wishes to share information then please contact Mrs Lloyd.
- Staff at our partner schools liaise with the Head of Learning Support to pass on information regarding SEN students.
- Where a student may have more specialised needs, a separate meeting may be arranged with The Head Of Year, outside agencies, the Head of Learning Support, the parents/carers and where appropriate the student.

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

- The SEN budget is allocated each financial year. The money is used to provide special educational provision or resources dependant on need.
- Special educational provision may be allocated after discussion and agreement with relevant professionals and parents/carers.

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

- These decisions are made in consultation with appropriate professionals, the Head of Learning Support and parents / carers. Decisions are often based upon tracking of student progress.
- During their school life, if further concerns are identified due to the student's lack of progress or well-being then other interventions will be suggested when their needs are reviewed.

13. How will I be involved in discussion about planning for my child's education?

All parents/carers are encouraged to contribute to their child's education. This is through:

- Discussions with the class teachers, tutor, Head of Year and Head of Learning support
- During Academic Review Days and subject evenings
- During discussions with outside agencies or other professionals where appropriate.

14. Who can I contact for further information?

If you wish to discuss your child's special educational needs please contact Mrs S. Lloyd.