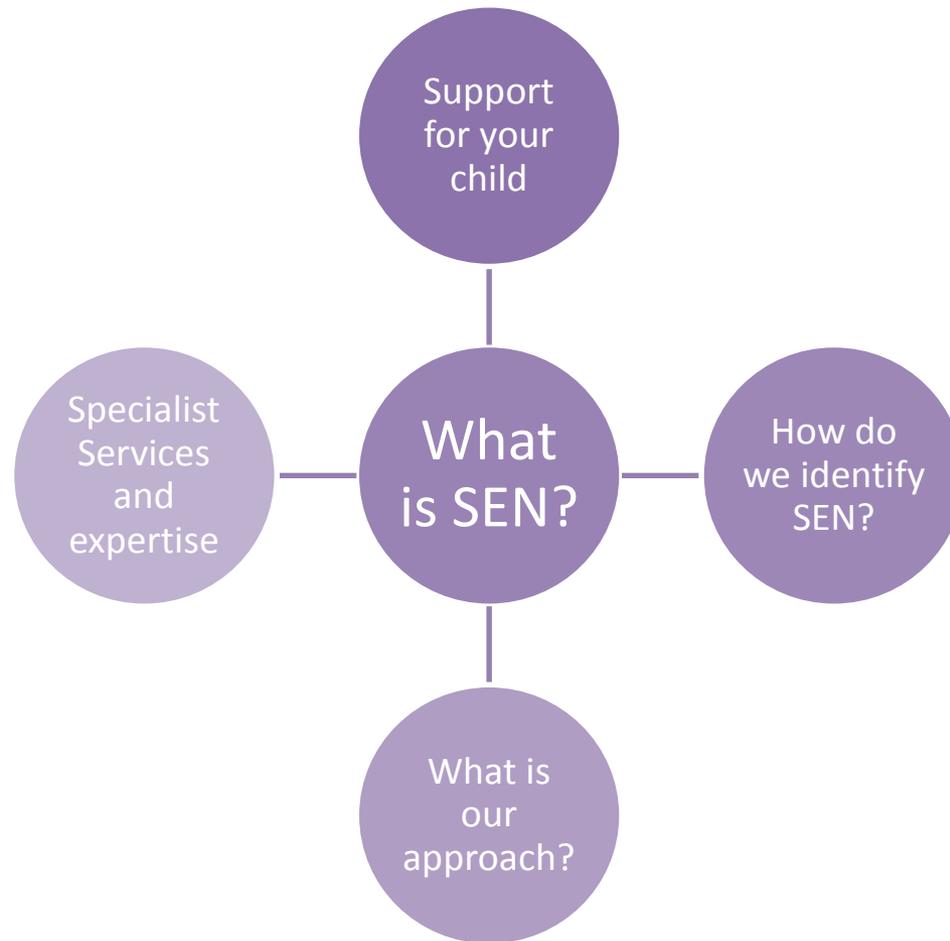


Levens CE Primary School Local Offer



A child or young person who has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

[Click here for SEN policy/school access plan.](#)

A child of compulsory school age or young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age

What is SEN?

A child who has a disability that prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools

There are four broad areas of need:

1. Communication and interaction;
2. cognition and learning;
3. social, emotional and mental health difficulties
4. Sensory and/or physical needs

We at Levens Primary school assess each pupil's current skills and level of attainments on entry and consider if any reasonable adjustments need to be made or if any additional support needs to be considered.

We recognise the importance of identifying pupils as soon as possible who might have SEN in four broad areas - communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical needs. Many children and young people span more than one category.

How do we identify SEN?

We make termly assessments as part of our progress meetings and this enables us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them. If this is the case, we will discuss this with you and the SENCo.

We have supportive working relationships with parents and our feeder nurseries. We consult with parents both formally and informally about their child's progress both from a school perspective and home perspective.

Class teachers are responsible for the education of all the children in their class. They plan alongside the SENCo (Special Educational Needs Co-ordinator) possible strategies and support to implement for children who have or may have SEN needs and share this with parents. Staff have termly meetings to highlight needs of their class. The school has a nominated governor for Special Educational Needs who meets with the SENCo and reports directly to the governing body.

Our first response is always to provide high-quality teaching, differentiated learning for individual pupils who have or may have SEN. All pupils have access to the full curriculum.

Intervention programmes and support may be appropriate where concerns emerge and this is called 'targeted support'.

What is our approach?

We use a graduated approach using the 'assess, plan, do and review' cycle

In some cases, your child may require external agencies to become involved and your child may require a personalised learning plan which will be drawn up in consultation with you, your child and teaching staff/SENCo.

Some children have their own healthcare plan which is drawn up with the school nurse and involvement of parents. We recognise our duty under the Children and Families Act and liaise closely with our school nurse to ensure that we comply. Some children require medication to be administered during the day. We have a medical conditions policy link which outlines our procedures for this.

When appropriate we can signpost parents to relevant agencies within our area who can offer support to you and your child.

Click on this link to view the Cumbria Local [Offer](#)

Staff have a wide range of expertise and experience in our staff and provide either 1-1, small group interventions to support our children as and when necessary. This covers areas such as Paediatric First Aid, Maths Recovery, Dyslexia, Team Teach, Reading Intervention training for staff is highlighted through the annual appraisal process and is accessed locally and/or nationally.

Specialist services and expertise

Referrals can also be made to other agencies including the school nurse, Occupational Health, Child and Adolescent Mental Health Service, Barnardo's, Educational Psychologists and Specialist Local Authority support services including for hearing and vision impairment.

We have access to counselling and family support services for any child within the school through South Lakes Rural Partnership (SLRP) and the Family support team

A range of transition strategies are put in place in order to support your child when joining our school, transferring to a new school or entering the next stage of education e.g.. Additional visits to new settings, transition plans and programmes when appropriate

We invite staff from your child's new school to attend review meetings alongside parents/carers in order to share information to ensure appropriate strategies are highlighted.

Support for your child

Yearly transitions within the school occur in the Summer term to facilitate positive and smooth transitions for your child. Your child's teacher liaises closely with your child's new teacher to discuss the needs to the children in order to support your child's needs.

Some of our children require medication to be administered during the day. Please [click here](#) to see our medical conditions policy which outlines our procedures for doing this. Some children have their own healthcare plan which is drawn up with the school nurse and involvement of parents.