

Special Educational Needs (SEN) Local Offer – July 2019-20

1. We are an inclusive school, and appreciate that all our children have different individual learning needs. However, we recognise that some of them have additional needs which need to be met if they are to reach their potential.
2. SEN provision – some SEN pupils simply receive additional monitoring to ensure that they are making expected progress. However, the majority of our SEN pupils also receive some additional support from a teaching assistant (TA). The amount and type of support depends on the needs identified.
3. Our SEN leader (Inclusion Manager) is Mrs Katie Peachey. She can be contacted via the school office on 01908 679354.
4. Our SEN pupils receive high quality teaching every day in their classroom, alongside their classmates. (See chart below.)
5. We have access to a limited amount of support from specialist teachers and TAs, speech and language team (SALT), a private educational psychologist and the school nurse. Also specialist teachers for ASD, social, emotional and mental support and cognition and learning. Referrals are made by the school if the necessary criteria are met.
6. We assess and track the progress of all pupils on a regular basis. Each class teacher holds termly meetings with a senior member of staff, looking at the progress of every pupil. During these meetings we consider why any children are not making progress, and what needs to happen to help them to make progress again. Our staff receive regular training on a wide range of aspects of teaching & learning.
7. We make sure that staff are aware of children's additional or medical needs. This will include pupils who are not on the SEN register but still need something extra, for example hearing impaired children who may need to sit in a certain place in the classroom.
8. Links for parents
 - a. Our SEN policy
 - b. Our Equality policy
 - c. The Local Children's Centres
 - d. Children & Family Practices
 - e. MK Dons parenting support
 - f. MK Council website
 - g. Further information for parents regarding the school's curriculum and social events, newsletters etc. can be found elsewhere on our website

The different levels of provision available at Falconhurst School

| | |
|--|--|
| <p>Wave 1 – high quality teaching for all pupils</p> | <ul style="list-style-type: none"> • Appropriately challenging learning intentions and success criteria • Feedback marking & opportunities to revisit and improve work • Individual Targets for Writing & Maths; these are reviewed regularly • Differentiated tasks and resources • Self-evaluation in lessons • Appropriately levelled reading books • Weekly Guided Reading lessons • Home learning including regular spellings to learn and reading expected daily • Timetabling ensures all children work with their teacher regularly during small group work • Opportunities to work in different groups • Opportunities to record in different ways – e.g. photographs, adult scribing, |
|--|--|

| | |
|---|---|
| | <p>group presentation etc.</p> <ul style="list-style-type: none"> • Outdoor learning opportunities • Positive Behaviour policy is adhered to. • Positive behaviour management and rewards |
| Wave 2 – for children requiring additional support to keep up | <ul style="list-style-type: none"> • Additional target groups delivered by a TA - usually Speaking & Listening, Literacy or Maths and SEMH needs. • Short-term targeted interventions, for example targeted maths interventions, better readers , talking partners and talking maths • The class teacher may complete a FACT assessment to see if child has additional communication needs • Reward chart • Emotional literacy support and Nurture Group support by three highly qualified and experienced learning mentors • Alternative individual or small group intervention • The intervention assessment will be completed before and after the intervention to ensure the intervention has been successful and progress can be measured. • We have a well-equipped sensory room where children can go for support |
| Wave 3 – for children on the SEN register | <ul style="list-style-type: none"> • The child will be put on the SEN register. This will be divided into 4 categories <ul style="list-style-type: none"> - Communication and interaction - Cognition and learning - Social, mental and emotional health - Sensory and/or physical • 1:1 or small group TA support if funding application is successful and child requires more than 13 hours additional support a week. • A healthcare plan will be drawn up if the pupil's learning is affected by serious medical needs • The individual learning plan will be reviewed termly by the class teacher, parents and Inclusion leader • Outside agency involvement – Specialist Teacher or TA, Inclusion Team, Educational Psychologist, Speech and Language Therapy • Multi-Agency meetings to discuss progress with parents • Post-EHC Planning meeting (for children who have recently received an EHC plan) • Multi-Agency Annual Review meetings (for children with an EHC Plan). • Work with the children to ensure their opinions are taken into account and the school is providing everything they feel they need • Specialist Speech and Language TA to work with children being seen by the speech therapist |

We offer support & intervention for reading, writing, maths, and for emotional, social & behaviour issues.

