

George Fentham Endowed School

Fentham Road, Hampton In Arden,
Solihull. West Midlands. B92 0AY
Telephone: 01675 442800 Fax: 01675 443936
Email: office@george-fentham.solihull.sch.uk
www.georgefenthamschool.co.uk
Mrs J Gaughan Head Teacher

Under the Children and Families Act which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

George Fentham Endowed School - SEND Local Offer

George Fentham is a fully inclusive school that is totally committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We believe that educational inclusion is about equal opportunities for all learners.

This document is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with special educational needs or disabilities (SEND). It is important to note that it may not include every skill, resource and technique that we employ as these are continually being developed and modified to meet the changing requirements of individual children.

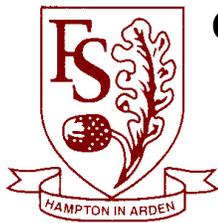
We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils. This means that equality of opportunity must be a reality for our children.

School recognises that the responsibility for identifying and supporting pupils with special educational needs rests primarily with the class teacher, supported by the Inclusion Co-ordinator, within the framework of a whole school approach, and with the support of external professionals. It is also recognised that a partnership with parents is central to the successful outcomes of special needs intervention and that the pupils' views are important and should be sought and respected

Discrimination:

The child's class teacher will work closely with parents/carers at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of any pupil identified with SEND may contact the Solihull SENDIAS (Special Educational Needs and Disability Information Advice and Support) service on 0121 516 5173 for free information, support and guidance.





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All SEND complaints must follow the school's formal complaints procedure. For further details, please refer to the following school policies

- George Fentham Endowed School Equalities Policy
- George Fentham Endowed School Complaints Policy
- Disability Equality and Accessibility Plan

How do we contact school if we want to know more?

If you would like to know more about what we offer at George Fentham Endowed School, please contact us on: (t) 01675 442800 or e-mail us at:

office@george-fentham.solihull.sch.uk

Mrs J Gaughan (Head Teacher)

Mrs A Edmeades (Deputy Head Teacher)

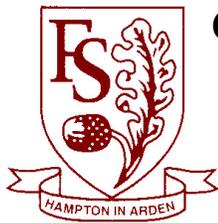
Mrs R Morris (Inclusion Coordinator). Qualified Teacher and member of the Leadership Team.

Mrs D Purcell (SEND Link Governor)

Solihull's Local Offer for Special Educational Needs -The Local Offer will give young people aged 0 to 25 and their families easy access to a range of information about the support that is available for them. For more information about Solihull's Local Offer, please follow the link below.

<http://socialsolihull.org.uk/localoffer/>





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Support Services for parents of pupils with SEND:

Special Educational Needs and Disability Information Advice and Support Service (SENDIAS)

Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. They are legally trained to offer information, advice and support to children, young people & their parents, to help them make informed decisions and play an active role in their own or their child's education. They explain SEND processes and procedures in straight-forward language so everyone knows what to expect and what part they play.

Contact Solihull SENDIAS via

Telephone: 0121 516 5173

Email: Solihullsendias@family-action.org.uk

Website: www.family-action.org.uk/solihullsendias

Kids Independent Support

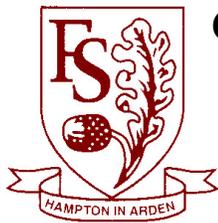
Independent supporters are trained to help families and young people through the new Education, Health and Care Plan (EHCP) assessment process.

Contact Kids via

Phone: 01384 423868

Email: ismidlands@kids.org.uk





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Provision for SEND at George Fentham Endowed School

We are a mainstream school with a small number of pupils with SEND. Pupils are identified as having SEND where their learning difficulty or disability calls for special educational provision, that is provision *different from or additional to that normally available to pupils of the same age.*

Broad areas of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.





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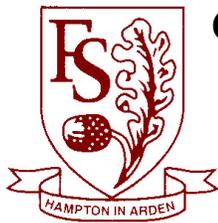
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Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.



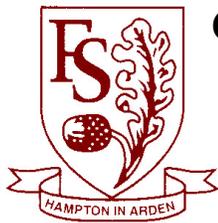


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	Quality First Teaching	SEN Support & EHCP (depending on needs of pupil)
Area of need	All pupils, where appropriate	For some pupils
<p>Cognition and learning (Understanding & processing of information)</p> <p>MLD - moderate learning difficulty</p> <p>SpLD - specific learning difficulty</p> <p>SLD - severe learning difficulties</p>	<p>Differentiated curriculum planning, activities, grouping, delivery and outcome</p> <p>Increased use of visual aids/modelling</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Range of high interest/ low reading age books</p> <p>Writing frames</p> <p>Access to ICT</p> <p>Deployment of teaching staff to support differentiation</p> <p>Enrichment opportunities and materials to facilitate the more able children</p> <p>Rigorous systems of tracking & assessment to measure progress</p> <p>Quality marking and feedback to inform future learning and targets</p> <p>Staff CPD</p>	<p>Specialist literacy and numeracy programmes e.g. Numicon, Rapid Writing, Bear Necessities, SNIPS, Power of 10</p> <p>Precision teaching</p> <p>Pre-teaching</p> <p>Reading partners</p> <p>Specialist ICT software e.g. Dragon Dictate</p> <p>Word shark & Number shark</p> <p>Phonics intervention - Oxford Reading Tree Project X, ReadWrite Inc, Bear Necessities</p> <p>Opportunities for alternative methods of recording work</p> <p>English/Numeracy support - small group/individual</p> <p>Fine & Gross motor programmes e.g. Smart Moves, BEAM, Write from the start</p> <p>Support from teacher/TA on specific Needs Based Plan (NBP) targets</p> <p>Auditory & visual memory resources e.g. Black Sheep</p> <p>Support & advice from external agencies (SENTAA, SISS)</p> <p>Termly Needs Based Plan (NBP) outlining support</p> <p>Regular review meetings</p> <p>Annual Review (EHCP only)</p>
<p>Communication and interaction (Including Speech & Language Therapy & ASD)</p>	<p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Simplified language</p> <p>Increased use of visual aids/modelling</p> <p>Adapted classroom environment</p> <p>Class visual timetables</p> <p>Use of symbols</p> <p>Structured school and</p>	<p>In class support with focus on supporting speech and language targets</p> <p>Language Link</p> <p>Individual visual timetable</p> <p>Individual learning station</p> <p>Task boards</p> <p>Pre-teaching</p> <p>Precision teaching</p> <p>Movement breaks</p> <p>Auditory and visual memory support</p> <p>Playtime/lunchtime monitoring</p>

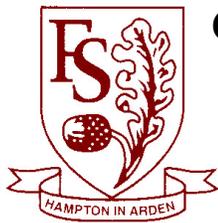




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	<p>class routines Staff CPD - AET Autism training (tiers 1,2 and 3)</p>	<p>Social skills group e.g. Time to Talk, Socially Speaking Specialist programmes devised by Speech and Language Therapists Buddy group and peer mentoring Social Stories Transition support e.g. transition passport Home school communication books Reward system AET resources Meet and greet if needed Support & advice from external agencies (SISS Autism team, SISS Speech Language and Communication Needs team, Educational Psychologists, Speech and Language Therapists, Occupational Therapists) Termly Needs Based Plan (NBP) outlining support Regular review meetings Annual Review (EHCP only)</p>
<p>SEMH- Social, Emotional & Mental Health</p>	<p>Whole school behaviour policy Whole school/class rules Whole school/class rewards and sanctions systems Circle time JIGSAW - whole school personal, social and health education approach</p>	<p>Small group circle time Social skills group Pastoral support In class support for supporting behaviour targets, access, safety Meet and greet if needed Nurture groups Stress balls, fiddle toys Individual support Individual reward system Home school communication books Transition support Playtime/lunchtime monitoring Advice from Educational Psychologist Buddy group/ Peer support Support & advice from external agencies (SISS SEMH team - Social, Emotional & Mental Health) SOLAR referrals Termly Needs Based Plan (NBP) outlining support Regular review meetings Annual Review (EHCP only)</p>



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<p>Sensory and physical</p>	<p>Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Medical support/advice Different coloured paper & screens on the IWB.</p>	<p>Brain gym exercises Keyboard skills training Additional fine motor skills practice e.g. Write from the start, cutting, pegging, threading In class support for supporting access, safety Smart Moves and BEAM (gross motor control) Stress balls, fiddle toys SNIPS (Tracking, phonics, visual aid) ICT - e.g. tracking activities, Team Viewer Individual support in class to access curriculum activities Specialist equipment Support & advice from external agencies (SISS Sensory, Occupational Therapy, Physiotherapists) Termly Needs Based Plan (NBP) outlining support Regular review meetings Annual Review (EHCP only)</p>
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Reviewed April 2020

Ratified by Governing body in April 2020

