

# Your School Offer



## SEN Information Report

# School Core Offer

- School Core Offer – what do you offer everybody? Any pastoral, medical and social support available.
- Any interventions that are available for ALL children/young people

- How does our school know/identify that children and young people have special educational needs and/or disabilities? (SEND)
- What are the first steps school will take if SEND are identified?
- What should parents/carers do if they think their child has SEND? How can they raise concerns? (This should include contact details including name of SENCO)
- What intervention is available to all children/young people? (this is the school's CORE offer)
- How will our school involve children/young people in the assessment process?

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- How will our school teach and support children with SEND?
- Who will be working with your child?
  - What expertise does the school and our staff have in relation to SEND?
- How does our school ensure that information about a child/ young adult's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
- How will our school include parents and the child/young person in planning support?
  - How will our school teach and support children/young people with SEND?
    - What access do our SEND children/young people have to facilities and extra curricular activities?
    - How does our school plan for transition for children/young people with SEND?

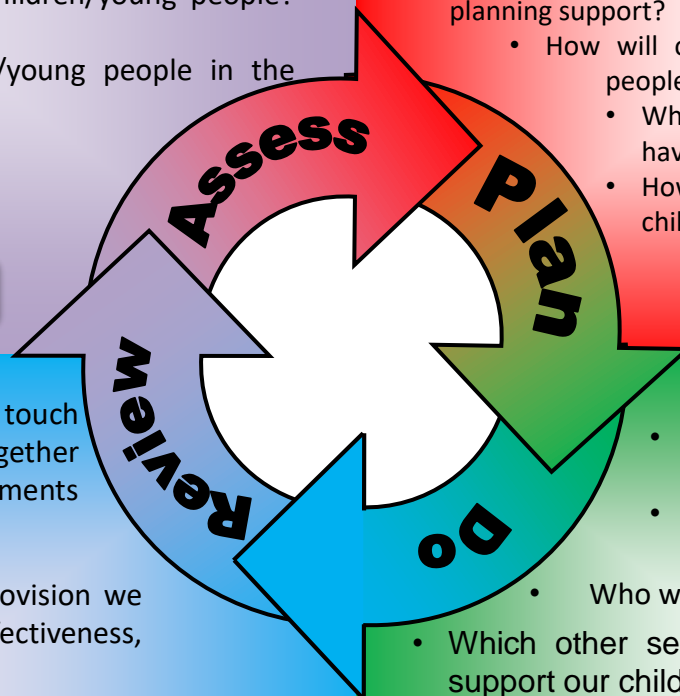
[More information](#)

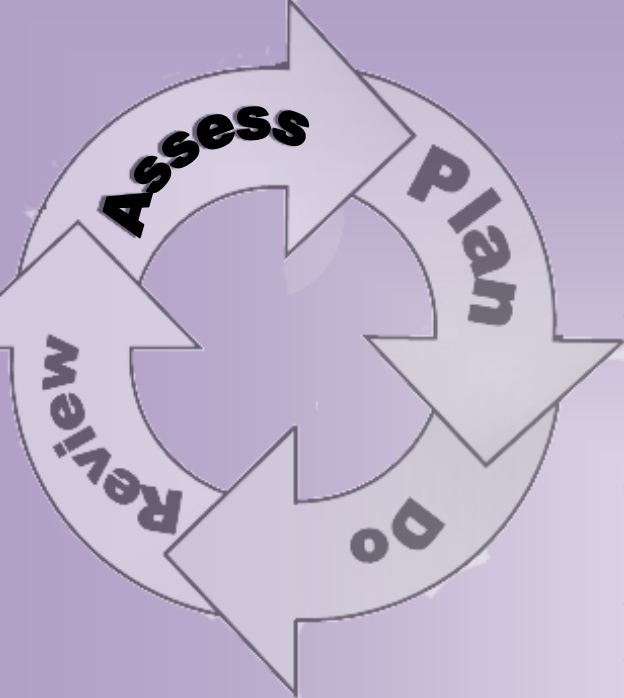
- Who will be talking with and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements etc.) and how often?
- How do we assess and evaluate the provision we have arranged for your child? (effectiveness, outcomes, progress)
- Where can parents/carers find additional information e.g. SEND policy, LA Local Offer

[More information](#)

- How is the different provision delivered in our school?
- What role will the child/young person's teacher/s play in the additional provision?
  - Who will be working with your child?
- Which other services do we use to provide for and support our children/young people?
- How will parents/carers be kept informed of engagement in additional provision whilst it is ongoing?
- How does our school encourage parent/carers to become involved in the additional provision?

[More information](#)





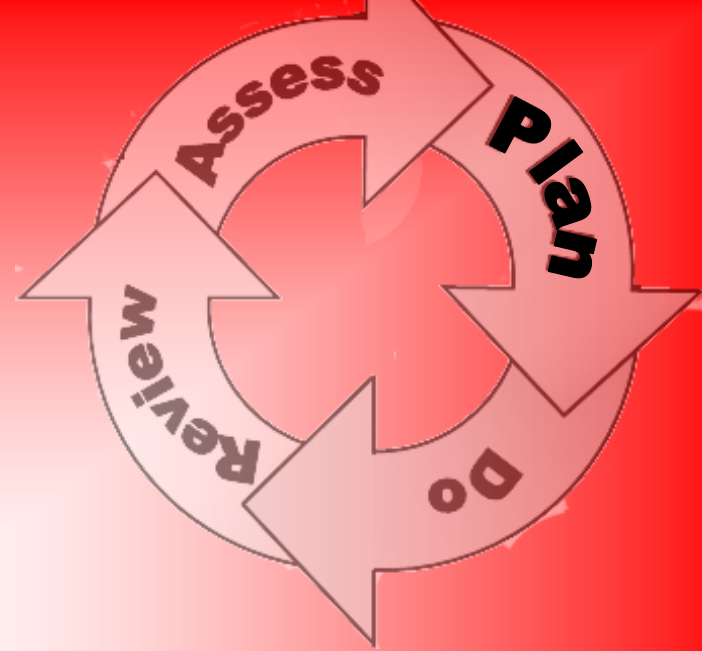
- Include your arrangements and policy for identifying and assessing, reference the graduated approach detailed in the SEN Code of Practice.
- Include arrangements made for Access Arrangements for formal assessments/examinations. (this may simply be a link to the documentation e.g. JCQ booklet)
- Include details of the schools complaints procedure re: SEND.
- Include the telephone number to Parent Partnership.
- Include a link to the SEN Code of Practice.
- Include a link to the LA's Local Offer.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental  
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



This section is about the additional support our school offers children/young people with SEND.

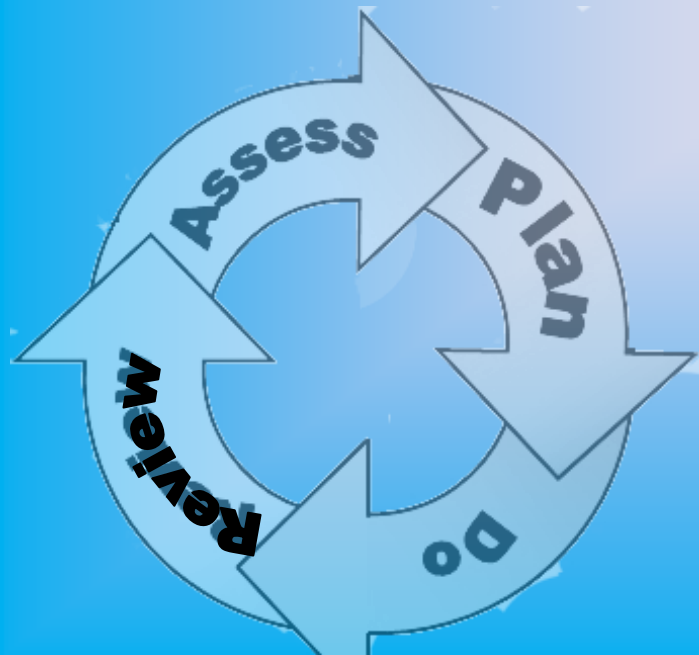
Briefly mention general support e.g. differentiation, schools approach to teaching students with SEND and how children/young people and their parent/carers will be involved.

Examples: High aspirations, a range of teaching and learning styles, differentiated teaching materials, access to ICT equipment and resources, additional adult support, small group work, flexible curriculum, rewards, mentoring, counselling, extra curricular activities.

- What additional facilities does our school have that support children/young people.
- Are there any specific curriculum adjustments that are made for children/young people with SEND?
- Who is responsible for delivering the specific intervention programmes?
- What adjustments are made to secure access to activities such as trips and visits, enrichment activities ? And how can parents/carers contact school to discuss specific adaptations? (you may want to include a link to relevant school policies)



- How often do you review progress of the SEND children/young people?
- How will you involve parents/carers in the review of provision?
- How will you involve children/young people in reviewing their provision?



## Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Enhanced access to visual approaches e.g. TEACCH
- Access to low stimulus area
- Flexible approaches to timetable
- Modifications to lunch and/or breaktimes
- Enhanced access to additional aids
- Access technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Mentoring and/or buddy systems
- Social stories developed alongside a TA



You need to put specifics in here of any programmes you offer (the above are suggested generic approaches)



## Cognition and Learning

- Regular, individually focused intervention
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Phonic development programmes
- Increased access to ICT
- Flexible groupings
- Enhanced access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum will be adapted to meet the learning needs of the child/young person
- Delivery
- Frequent repetition and reinforcement.

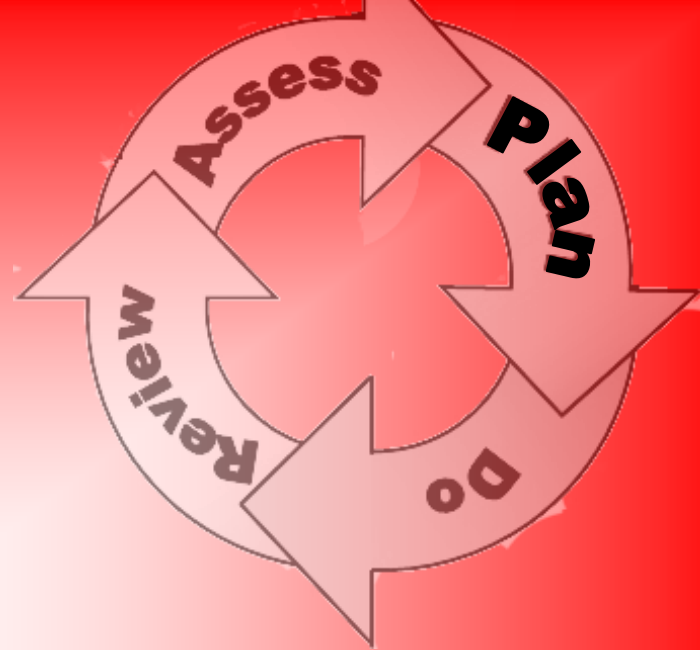


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### Social, Emotional and Mental Health Difficulties

- Access to time out/individual work area
- Mentoring
- Individualised rewards system
- Access to counselling services
- Increased access to additional adults in the classroom
- Supported careers programmes
- Alternative curriculum opportunities
- Opportunities to develop Social Emotional Aspects of Learning

You need to put specifics in here of any programmes you offer (the above are suggested generic approaches)





### Sensory and/or Physical Needs

- Physical aids to support access e.g. wheelchair, walking frame, hearing aids, large print materials
- Access to a specialist teacher/LSA for the hearing/visual impaired.
- Concrete apparatus available to support learning
- Access to support for personal care
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum

You need to put specifics in here of any programmes you offer (the above are suggested generic approaches)

