



LOCAL OFFER: West Cumbria Learning Centre

Type of school	Pupil Referral Unit & Hospital & Home Tuition Service
Specialist provision	West Cumbria Learning Centre: Students permanently excluded from mainstream schools; students at risk of permanent exclusion from mainstream schools; students who are unable to access mainstream school as a result of a medical condition, or teenage pregnancy. West Cumbria Learning Centre, Toll Bar, Distington, Workington, Cumbria, CA14 4PJ Tel: 01946 834 848

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THE CENTRE:

Who are the best people to talk to in Centre about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?

The **Class/Subject teacher** is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing your child's needs with other staff.
- Ensuring that the Centre's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **Tutor** is responsible for:

- Ensuring that you are:
 - ✓ involved in supporting your child's learning
 - ✓ kept informed about the support your child is getting
 - ✓ involved in reviewing how they are doing
 - ✓ part of planning ahead for them
- Liaising with all the other people who may be coming into Centre to help to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Supporting your child's class teacher to plan and set targets for your child to achieve.

The **Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- Writing support Plans, and sharing and reviewing these with parents/carers, school and other agencies involved
- Ensuring that all members of staff working with your child in Centre are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in Centre are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The **Head teacher** is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the Centre's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in Centre
- The day to day management of all aspects of the Centre, this includes the support for children with SEN and/or disabilities. The Headteacher will give responsibility to the SENCO and teachers but is still responsible for ensuring that your child's needs are met.
- Updating the Centre's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this Centre are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in Centre, so they can help your child (and other pupils with SEN and/or disabilities in the Centre) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our Centre.
- The Headteacher must make sure that the Management Committee is kept up to date about any issues in the Centre relating to SEND

The **link member of the Management Committee for SEND** is responsible for:

- Making sure that the Centre has an up to date SEND Policy
- Making sure that the Centre has appropriate provision and has made necessary adaptations to meet the needs of all children in the Centre
- Making sure that the necessary support is provided for any child who attends the Centre who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the Centre and being part of the process to ensure your child achieves his/her potential in Centre

To contact any member of the Centre, please contact the main office on 01946 834 848

B. HOW COULD MY CHILD GET HELP IN CENTRE? :

Children in the Centre will get support that is specific to their individual needs. This may be all provided by teachers or may involve:

- Other staff in the Centre
- Staff who will visit the Centre from the Local Authority central services such as the Specialist Advisory Teacher Service (these staff are specialist in areas such as Autism, Speech & Language)
- Staff who visit from outside agencies such as Children's Services representatives, the School Nurse , CAMHS (Child & Adolescent Mental Health Service) staff, or other agencies who provide specific support

What are the different types of support available for children with SEN and /or disabilities in the Centre?

Types of support provided	What would this mean for your child?	Who can get this kind of support?
Class teacher input via good/outstanding classroom teaching	• The teacher will have the highest possible expectations for all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child • Putting in place specific strategies to enable your child to access the learning task	All children in Centre receive this.
Specific small group work. This group may be: • Run in the main classroom or separately • Run by a teacher or a Teaching assistant who has had training to run these groups	• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers • He/ She will plan group sessions for your child with targets to help your child to make more progress • A Teaching Assistant/teacher will run these small group sessions using a recommended programme	Any child who has specific gaps in their understanding of a subject/area of learning. Children who have been identified as needing some extra support in Centre.

Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups	• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the Centre in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the Centre to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the Centre and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: ➤ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ➤ Support to set targets around their specific professional expertise ➤ Group or individual work with an outside professional • The Centre may suggest that your child needs some support in school. They will tell you how the support will be provided and what strategies will be put in place	Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups. Children identified as needing some extra specialist support in Centre from a professional outside the Centre. This may be from: ➤ Local Authority central services such as the Specialist Advisory Teacher Service (SATS) or Educational Psychologist (EP) ➤ Outside agencies such as Child & Adolescent mental Health Service (CAMHS) or School Nurse
Specified Individual support for your child of more than 20 hours in school. <i>(Provided via an Education, Health and Care Plan (EHCP))</i>	• The Centre (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority(LA) based Local Offer, on the Cumbria County Council website (http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds) • After the Centre have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If	Children whose learning needs are: ➤ Severe, complex and life long ➤ Need more than 20 hours of support in school Children been identified as needing a particularly high level of individual and/or small group teaching (more than 20 hours a week), which cannot be provided

	they do not think your child needs this, they will ask the Centre to continue with the support provided in Centre. • After the reports have all been sent to the Local Authority, they will decide if your child's needs are severe, complex and lifelong and whether they need more than 20 hours of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan (EHC Plan). If this is not the case, they will ask the Centre to continue with the support provided, and they will also set up a meeting in Centre to ensure a plan is in place to ensure your child makes as much progress as possible. • An EHC Plan outlines the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child	from the resources already delegated to the Centre. Usually, if your child requires this high level of support they may also need specialist support in Centre from a professional outside the Centre. This may be from: ➤ Local Authority central services such as the Specialist Advisory Teacher Service (SATS) ➤ Outside agencies such as Occupational therapy service, Physiotherapy and/or CAMHS
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How will we support your child with identified special needs, when they start at the Centre?

- The school referring your child to us will have spoken with you about the referral and you may wish to visit us before agreeing to the referral
- The school referring your child will provide us with background information on your child's abilities and needs including any special educational needs identified and what support they already have in place to meet these needs
- We will invite you to visit the Centre with your child to have a look around and speak to staff as part of the induction process
- All students take part in a range of initial assessments during their first two weeks (basic literacy and numeracy, current working levels, likes and dislikes) to establish at what level your child is working. There may also be input from an Educational Psychologist and or CAMHS to assist us in planning for your child's entry to the Centre
- If other professionals are involved, a Team Around the Family (TAF) meeting may be held to discuss your child's needs, share strategies, and ensure the necessary provision is put in place
- A home visit may be arranged

How can I let the Centre know I am concerned about my child's progress?

- If you have concerns about your child's progress, you should speak to your child's tutor initially
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Headteacher
- If you are still not happy you can speak to the SEN Management Committee member

How will the Centre let me know if they have any concerns about my child's learning?

- When a teacher or you have raised concerns about your child's progress, and targeted teaching has not met your child's needs, the teacher will raise this with the Headteacher.
- The Centre also have meetings every week to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected
- If your child is then identified as not making progress, the Centre will make a decision about whether to monitor this, or set up an intervention to build on your child's provision
- If your child is still not making expected progress the Centre will discuss with you
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - To discuss how we could work together, to support your child at home/in Centre.

How is extra support allocated to children?

- The Centre budget, received from Cumbria County Council, includes money for supporting children with SEN
- All resources/training and support are reviewed regularly and changes made as needed.
- The Head Teacher and staff discuss all the information they have about SEN in the Centre, including
 - Pupils already receiving extra support
 - Pupils needing extra support
 - Pupils who have been identified as not making as much progress as would be expected.

And decide what resources/training and support is needed to effectively support pupils

Who are the other people providing services to children with SEN in the Centre?

Directly funded by the Centre	• Senior Teaching Assistants and Higher Level Teaching Assistants • Peripatetic Staff: ➤ Student Welfare Officer ➤ Counsellor ➤ Chef
Paid for centrally by the Local Authority but delivered in Centre	• School nurse • Specialist Advisory Teacher Service (SATS) – Autism, Speech & Language • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Educational Psychology Service • Parent Partnership Service (to support families through the SEN processes and procedures). • Occupational Therapy
Provided and paid for by the Health Service but delivered in Centre	• CAMHS worker (appointments in school time or where access is best in school setting)

How are the adults in Centre helped to work with children with SEND and what training do they have?

- The Centre has a school development plan (SDP), which focuses on continually improving the teaching and learning of children, including those with SEND. The SDP informs the Continuing Professional Development (CPD) Plan, which includes training for whole Centre SEND issues and training to support identified groups of learners in Centre, such as pupils with ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience ensure consistency of the Centre's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in the Centre e.g from the ASD
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the Centre, please speak to the Headteacher.

How will teaching be adapted for my child with learning needs (SEN and/or disabilities)?

- Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access learning as independently as possible
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs and increase your child's access to education.

How will we measure the progress of your child and how will you know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally at least every half-term (academic and non-academic e.g. attendance, engagement in learning, behaviour etc.)
- All children have a support plan which is drawn up at the induction meeting and reviewed half-termly with you and any other professionals involved.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review, led by the Local Authority, with all adults involved with your child's education
- A range of ways will be used to keep you informed about your child's progress, which may include phone calls home, letters home, meetings, and progress days. Students also received postcards for good work and certificates for any accreditation as it is gained.

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We encourage you to talk to your child's tutor regularly so we know what they are doing at home and we can tell you about what we are doing in Centre. This is to ensure that we are doing similar things to support them both at home and in Centre and can share what is working in both places.
- The Head teacher / Deputy Headteacher is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you in person, or where this is not possible, a report will be sent to you.
- The tutor will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

- A home/Centre contact book may be used to support communication with you, when this has been agreed to be useful for you and your child

In addition:

If your child is undergoing statutory assessment you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.

How have we made the Centre physically accessible to children with SEND?

- The centre has an Accessibility Plan as part of its Single Equality Scheme – both documents are available on the Centre's website (www.westcumbrialearningcentre.co.uk)
- The Centre is accessible to children with physical disabilities
- We ensure that equipment used is accessible to all children regardless of their needs.
- Consistency across classrooms – a common approach to enable students to settle easily

How will we support your child when they are leaving the Centre?

- We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.
- If your child is moving to another school:
 - We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will invite them to relevant reviews and meetings ahead of the move (and would be expected to be invited to similar meetings with the new school where appropriate)
 - We will make sure that all records about your child are passed on as soon as possible.

GLOSSARY OF TERMS

SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder