



## SEND Local Offer

### September 2020

Pleasant Street Primary is a single form entry school, catering for children from 3 to 11 years old. It is an inner city school with a multi-cultural pupil intake. There is a Speech and Language Resource within the school, offering part-time resourced provision to children with speech and language difficulties.

Liverpool Children and Young People's Services provide additional resourced facilities at several schools to meet the needs of pupils with severe and specific speech, language and communication needs. The emphasis of the provision for primary pupils is to ensure early identification and intervention. This is achieved through a system of joint clinics involving a range of professionals. Children requiring intensive intervention are identified early and allocated appropriate provision within the range of schools available.

The resourced provision offers qualified teachers and regular access to Speech and Language Therapists. Each child has an individually tailored programme of support and curriculum work with speech and language targets that are differentiated and modified to match the pupil's needs. The pupils are encouraged to be part of the mainstream school community and the aim of the early intervention is to enable pupils to successfully integrate into their local mainstream schools.

At Pleasant Street Primary School we recognise the definition of SEND as stated in the Code of Practice 2015:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".(p83)

- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEND Support'.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEND Code of Practice (p86) are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and

Mental Health Difficulties' and 'Sensory and/or Physical needs' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

At Pleasant Street Primary School we believe that the key to supporting disabled pupils and pupils with special educational needs is through high-quality teaching with additional interventions, modification or amendments used where appropriate to remove barriers to learning, to ensure that good progress is made.

In order to do this, all pupils with SEND are tracked and monitored regularly in Reading, Writing & Maths and complete a Reading & Spelling age test once a term. Following each assessment period, the attainment & progress of SEND pupils are discussed during pupil progress meetings with actions being taken where necessary to support learning further or to develop a further understanding of the child's needs.