



# Jigsaw Local Offer

## SEND

**School:** Jigsaw Pupil Referral Unit

**Date Approved by Management Committee:** Feb 2021

**Chair of management Committee:** Mr D. Hains

**Headteacher:** Ms E. Rothlisberger

**Review Date:** Feb 2023

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## **SENDD (Special Educational Needs and Disability)**

'A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or;
- b) Having a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, or mainstream post 16 institutions.

'A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Code of Practice July 2014

## **Quality First Teaching**

At Jigsaw we aspire to meet the needs of our school population as far as possible through good quality inclusive teaching. We believe the provision of a minimum offer, in terms of quality first teaching, ensures that all pupils will access good quality inclusive teaching providing reasonable adjustments to accommodate any learning differences.

The identification of SENDD is built into the overall approach to monitoring the progress and development of all children at Jigsaw. A child has SEND when, in order for them to make progress, they require additional or different support to the schools' quality first offer which is available to all children. Regular assessment will help identify children who are not making anticipated progress and therefore require more targeted support. When children are identified as requiring SEND support parents will be notified and their views (and those of the child) will be incorporated in any targeted plan.

## **Local Offer**

Each school has developed a local offer statement using the following format:

- The Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.
- There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

These are the questions and responses for Jigsaw.

### **1. How does the setting know if young people need extra help and what should I do if I think my child may have special educational needs?**

Jigsaw is a specialist provision which can only be accessed through the local authority. All pupils have experienced social, emotional, mental health and behavioural difficulties and some also have significant barriers to learning. Some pupils have been permanently excluded from schools whilst others have been identified by their mainstream schools as being at risk of permanent exclusion. All our pupils are supported by a PLIMS (Personalised Learning Intension Map) and a few have a EHCP (Educational Health Care Plan).

Some pupils who are new to authority may be placed at Jigsaw for an assessment period by the Local Authority whilst a full time provision is determined.

On entry we liaise with previous providers to ensure we have as much information as possible. All pupils are assessed on entry using tools to assess social, emotional, mental health and behavioural needs to develop a precise and accurate understanding of children's needs and for planning effective interventions and support activities. School are asked to provide current assessment data and highlight areas for development on the social, emotional and behavioural aspects of learning. Pupils are also given a baseline assessment in core subjects within two weeks of entry. If you are concerned that your child has specific needs further assessments can be used, using specialists if required. If a teacher or parent/carer thinks there is a further need which has not been identified they can speak to the Head teacher or Deputy Head who will gather further information and act accordingly.

### **2.How will staff support my child?**

All staff are committed to working together for the benefit of the young people at Jigsaw. They will provide a positive, caring approach where the achievements and successes of each pupil are celebrated whenever possible. The school believes that in order to support pupils appropriately it has to have a good relationship with parents/carers. Staff may telephone home to pass on information or simply to talk about the pupil's day. Every pupil takes home a daily diary which will update the parent on their day at Jigsaw. A comprehensive 'Menu of Provision' is tailored to suit the needs of each individual pupil. The PLIMs documentation will highlight the pupil's specific areas of need and the learning/target setting for that pupil on a termly basis. A review of this provision is then completed at the end of each term and shared with parent/carers and schools, as well as other stakeholders, where necessary.

### **3.How will the curriculum be matched to my child's needs?**

Jigsaw will provide a safe, stimulating learning environment and each pupil will be valued as an individual. We will provide a broad balanced curriculum, with a strong emphasis on Maths, English and Social/Emotional - which enables the pupils to progress academically

and socially according to their potential. No pupils will be discriminated against in studying any subject area within the school's curriculum on the grounds of their SEND. Pupils are taught in small teaching groups with at least one Teacher and one Teaching Assistant.

A recent review of our curriculum has ensured that each pupil receives the appropriate knowledge and skills at each stage ('intent'). That curriculum is then taught (amendments to each pupil's provision is noted through the PLIMS document) and assessed (using standardised testing as well as target setting) in order to support pupils to build their knowledge and to apply that knowledge as skills ('implementation'). The outcomes that pupils achieve as a result of the education they have received at Jigsaw is then scrutinised through progress meetings and our moderation processes ('impact').

#### **4. How will I know how my child is doing?**

Pupils have a daily diary sheet. These are filled in by staff and taken home so that parents/carers are aware of the achievements and can make comments to reinforce these achievements. Three times a year parents/carers are invited to discuss the pupil's progress along with any integration plans or problems which need to be addressed. Pupil Profiles are compiled within PLIMS within the first few weeks at Jigsaw and are reviewed regularly, these comment on all aspects of progress and areas for development, staff at Jigsaw will be able to discuss these with parents and provide copies. Parents are also welcome to discuss issues informally by appointment or telephone with individual teachers. Pupil data is gathered and monitored termly, through pupil progress meetings and this is used to identify concerns around progress so that interventions can be implemented if deemed necessary. Written reports covering progress in English and Maths are SEND to parents on an annual basis for pupils who are on roll at Jigsaw. PLIMS documentation is shared at review meetings with updated outcomes identified for each term documented on the front page.

#### **5. What support will there be for my child's overall well being?**

The class teacher is usually the child's most consistent point of contact. All staff are experienced in dealing with pupils with social, emotional, mental health and behavioural difficulties and there is a strong emphasis of this being part of daily teaching, therefore they can respond to most routine concerns or enquiries. The Head teacher, Deputy Head and Liaison Officer are also on site to support pupils and their families on a day to day basis. The school has developed strong links with support services and agencies and are aware of referral procedures should these be advised. We have regular use of an Educational Psychologist and Attendance Advisory Practitioner. There is also excellent links with Child and Adolescent Mental Health Services, Paediatric Services and Social Care. Where necessary or by request support can be coordinated via the Early Help process. Jigsaw follows the same protocols for Safe Guarding and Child Protection as any other school and our policy can be found on the website.

## **6. What specialist services and expertise are available at or accessed by the school?**

In addition to the above, the individual need of the child will dictate what other agencies we seek advice from e.g. Speech Therapy, Autism Outreach. We also have a Play Therapist who attends weekly, as well as a music therapist who attends once a week.

## **7. What training have the staff supporting young people had?**

Jigsaw regards SEND as part of a whole school provision. As such, staff are continuously seeking to develop their knowledge and are trained regularly in all aspects of SEND via internal or external specialists. The aim of staff INSET is to enable all staff to view the full range of learning needs and be able to cope with them confidently. Our SLT is involved in regular development of their understanding of SEND development and updates/training required for staff.

## **8. How will the young person be included in activities outside the classroom including school trips?**

Trips are used to enhance subject knowledge and can be an invaluable element of the curriculum as they encourage the development of social and emotional skills. Risk assessments are carried out and procedures put in place to enable all pupils to participate, even when this suggests that a pupil may require an intensive level of 1:1 support. Jigsaw has purchased a mini-bus which will be for the sole purpose of taking pupils out on trips to extend their experiences and enhance the curriculum.

## **9. How accessible is the school environment?**

In line with the Disability Discrimination Act 1995, Jigsaw would be prepared to discuss individual access arrangements and meet the need of presenting disabilities. We have an accessibility plan and policy which are both available on our website.

## **10. How will the school prepare and support my child when joining the school or transferring to a new school next stage of education and life?**

We aim to ensure that all transitions are positive as we want the transition to be successful for both the child and their parents/carers. We involve and liaise with all other appropriate agencies at point of transition to help the processes run smoothly and with good outcomes. An initial meeting and visit is arranged to discuss with parents and the school relevant information to aid the child's transition into Jigsaw. On starting at Jigsaw pupils are well supported by a class teacher and teaching assistant. Within Sefton there is a Graduated Approach to supporting pupils with SEND, pupils joining Jigsaw will come from their school with a SEND Support Plan, this will outline the types of support they may have had for their learning and behaviour. Interventional programmes and impact will also be recorded within this plan. During the first few weeks at Jigsaw, staff will use this information, together with the Social/Emotional/Behavioural data, to begin to build a profile of the child's learning and

behaviour. Assessments will also be conducted and this will inform a personalised plan for the child. All of this information is collated on the PLIMS document which is updated regularly with changes to planning, achievements and further areas for development. As a continued part of the Graduated Approach this information will be shared, on permission of the parents, with other practitioners to identify next steps. Part of the next steps may require further information from the school's Educational Psychologist or Jigsaw's Educational Psychologist to work with pupils and meet parents. This will further inform the Graduated Approach and may initiate the need for an Educational Health Care Plan (if one is not already in place).

All information reviewed and updated for pupils at Jigsaw will be shared at the review meeting conducted between school, Jigsaw, parents and other agencies (where necessary).

### **11. How are the school's resources allocated and matched to the children's special educational needs?**

All staff are involved in regular assessment and monitoring of each pupil's needs. Resources and provisions are matched and deployed to support these individual needs. There are regular updates of the provision map which are costed and evaluated for impact. If Jigsaw is in receipt of funding for pupils eligible for Pupil Premium, this is also factored into their personalised plan and may include further interventional support or resourcing.

### **12. How is the decision made about what type and how much support my child will need?**

The initial support is based on information provided by schools and organisations and on the baseline assessments. Staff may then identify further needs which are often discussed with the class teacher in the first instance which may lead to discussion at whole school level. Interventions may be implemented following this discussion. Termly monitoring will track progress and identify further areas for development. Although there is small group teaching and TA support in each lesson, withdrawal, 1:1, differentiated tasks and alternative curriculum are on offer where deemed necessary. Currently at Jigsaw we also offer additional support for some pupils on a 1:1 basis with our Interventional TA, this is highly specific work which has been identified through the pupil progress meeting. A weekly timetable of this provision is drawn up and is led by the needs of the pupil. In addition to this support we also have a Play Therapist who visits weekly, as well as a Music Therapist who also visits weekly. A referral basis is set up for both of these interventions based around the needs of the pupil and the intent and impact this work will have on their individual needs.

### **13. How are parents involved in the school in discussions and planning for my child's education?**

We welcome support from parents. Parents/carers will be encouraged by staff to become involved in the learning process of their child, forming a positive partnership in which professional and home support are complementary. Parents/carers are welcome to visit or speak to staff about any concerns and this is welcomed although it is advisable to plan this

in advance so that staff can be available to speak to you. There are parent/teacher meetings arranged to discuss academic progress, targets and points parents wish to raise. As mentioned earlier parents are invited to termly academic reviews as well as 'home school reviews' on a six weekly basis. Parents/carers are also represented on the Management Committee.

#### **14. Who can I contact for further information?**

The first point of contact is normally the Headteacher, SENDCO/Deputy Headteacher. Additional to this you could speak with our Liaison officer or the class teacher.