

# The Local Offer



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

- All pupils are tracked in English and Maths within KS1 and KS2. In Early Years children are constantly observed and their progress monitored within the three prime areas and the specific areas. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support.
- An intervention programme is additional support for children. This can be in a number of different areas of the curriculum. They are generally run in small groups or 1-1.
- These interventions may be daily or two or three times a week. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- If your child is new to our school then progress will be discussed with the previous school or nursery.
- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCo or Headteacher and your child's needs can then be discussed.
- Some children will make good progress and come off the SEND register.

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

- The class teacher with the support of the SENCO and other professionals will oversee and plan the education programme. This plan will outline those adults involved with your child and be drawn up in partnership with you.
- The class teacher or SENCO will explain this to you.
- The SENCO provides a written report annually to the Governing body and will liaise / report when requested.
- School evaluates the effectiveness of interventions and uses its internal tracking system to monitor the progress of your child.
- An internal tracking system is a simple way of monitoring your child's progress. These trackers are updated every half term by the class teacher.

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

- Each class teacher will ensure that the work your child receives is at an appropriate level for their ability.
- This will ensure that your child can complete any tasks set and will build on their prior learning.
- You will be invited to discuss your child's progress on a regular basis, any concerns you might have can be addressed by making an additional appointment to meet with the class teacher or SENCO.
- The school will carefully monitor, assess and track the progress of your child throughout the year. This information will be shared with you and subsequent class teachers.
- Your child's targets will be regularly updated and reviewed with you and any other professionals involved with your child. This process will inform future steps and progress being made. This will give you an opportunity to discuss any concerns and help you to support your child at home.
- School offers an open door policy and regular news letters are available to all parents. If necessary class teacher or SENCO will speak to parents about any specific incidents, or learning opportunities.
- Parents can access the school website where a map of what is being taught in their specific year group is available. Children who have special educational needs will have targets shared on a one page profile. One page profile evenings will take place each term and advice will be given from the class teacher on how you can support your child in meeting these targets. Targets will be regularly reviewed and progress monitored so new targets can be set.
- At parents evening and one page profile evenings you will be given the opportunity to plan and discuss the next steps in your child's education. If necessary an appointment can be made with the school SENCO to discuss any concerns you may have. If your child needs to support from any additional agencies a follow up meeting will be arranged and you will be kept fully informed about the support and any ways in which you can support your child.
- School will keep you informed of any parent workshops available.

### **4. What support will there be for my child's overall wellbeing?**

- Your child will be supported across all areas of their school life, whether emotionally, physically or socially.
- If your child has any medical needs these will be discussed on an individual basis.

- The school operates a positive behaviour policy with clear sanctions and rewards, this increases attendance and reduces exclusions. All children are valued as individuals and are encouraged to value and respect others.
- School liaises closely with school nurse to ensure staff are up to date with any relevant training.
- There are a number of trained staff who deal with the administration of medicines and any personal care needs.
- The local authority Speech and language resource base housed at Mab Lane caters for children with Speech, Language and Communication Difficulties. Mab Lane are not able to allocate places to children in our school, these places are allocated via the Local Education Authority and children from across the city attend. Transport is provided.
- School has a positive behaviour policy and regularly rewards these children in praise assemblies. Parents are regularly informed of any concerns around behaviour. If these concerns persist a one-page profile will be drawn up with both parent and child. Some pupils require the additional support of a home school diary to ensure consistency between home and school. The expertise of outside agencies support staff, pupils and parents in meeting your child's individual needs.
- Your child will be present when setting the one page profile targets and rewards and incentives will be discussed with your child.

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

- School is able to access specialist services and expertise through regular half-termly meetings with a group of local schools (Consortia).
- Pastoral lead
- Six Higher Level Teaching Assistants

*Purple Circle Consultancy (ASD support)*

*SENISS (Support for children in the Early Years)*

*Speech and Language*

*Educational Psychologist Service*

*CAMHS (Child and Adolescent Mental Health Service)*

*Seedlings art therapy*

*Bereavement Counselling*

*School Family SupportService*

*Children's Centres*

*School Welfare(Attendance)*

*School Nurse (Health and Wellbeing)*

## **6. What training are the staff supporting children and young people with SEND had or having?**

- Staff are trained through regular INSET days and training accessed via Consortia. Specialist services are often brought in and on other occasions in-house specialism is used
- The SENCO regularly attends local authority briefings, which include legal updates and sharing good practise. This can then be shared amongst other staff during weekly meetings.
- In-house training takes place using specialised services
- School nurse provides training for staff around current needs of individual children
- LSA's who have had regular and up to date training cover lunchtime supervision
- A number of staff are trained in adult, primary and paediatric first aid. These are regularly updated. All EYFS staff have had first aid training.

## **7. How will my child be included in activities outside the classroom including school trips?**

- Our school offers an inclusive trips and activities policy in line with current educational policy. There will be a full risk assessment carried out before any planned educational visit. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards.
- Regular meetings with parents take place before trips and residential. Letters detailing the trip and what your child may need are sent to parents well in advance. Risk Assessments are carried out in line with local authority guidance.

## **8. How accessible is the school?**

- Please see our disability accessibility plan.
- School complies with all disability requirements.
- School has disabled changing and toilet facilities.
- In the past school has used interpreters where the parents first language has not been English

- School will use interpreters if necessary to communicate with parents and carers.
- School grounds and gates are secure and equipment is accessible for all children.
- A lift is available to access the first floor for parents/carers and children.

**9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?**

You and your child will be invited to look around the school and meet all the staff.

- School induction day sessions
- All children before starting in nursery receive a phonecall home and are both invited for a stay and play session before they start in nursery
- If your child is starting in Foundation they are invited to a stay and play in the summer term before they are due to start
- Before children move to the next key stage they will meet their new teacher and spend time in their new class. Staff meet to handover all records and key information.
- Contact previous settings / schools to gather information about needs.
- SENCo attends annual transition day to share information with SENCo of the child's senior school, which they are transferring to.
- All year six children attend induction days at their new school during the summer term
- Purple Circle Consultancy (ASD specialist) will support children with ASD in the transition to their new school
- If necessary for your child we will contact specialist services and arrange a TAC if necessary.
- Your child's records will be passed to the next stage of education.

**10. How are the school's resources allocated and matched to a child's or young person's special needs?**

- The school's SEN budget is allocated to meet the needs of the children on the SEN register.
- The SEN budget is used to ensure that school staff are qualified and trained to support children with various aspects of SEN. e.g. Dyslexia, ASD, ADHD etc. Where appropriate specialist support or resources will be purchased to meet individual needs.
- At times our children may have the opportunity to access targeted interventions including ReadWrite Inc and precision teaching

- Early years support through SENISS
- Local Authority service level agreement. This funds training from the local authority.
- Educational psychologist support

#### **11. How is the decision made about what type and how much support my child receives?**

- In school we adopt a graduated response to meeting need. Your child's progress is tracked and monitored regularly from this information additional support / interventions are considered. You will always be kept informed of your child's progress.
- TAC meetings
- EHAT reviews
- EHCP reviews
- One Page profile reviews
- If your child requires additional specialist support we will discuss with you the pathways to more specialist support / provision. The outcome of any intervention will be evaluated for impact.
- We will review with you the impact of interventions and if appropriate access further support from services at the Primary Consortia.
- Regular updated provision mapping to ensure your child's individual needs are being met.
- Regular assessment monitors the effectiveness of the interventions.

#### **12. How are parents involved in the school? How can I be involved?**

- We have an open door policy staff are available to meet with when necessary.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We hold parent workshops at times throughout the year.
- We hold termly parents evenings / mornings for you to talk to your child's teacher about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- The school has a website with information that is regularly updated and newsletters sent home weekly

### 13. Who can I contact for further information?

- Your first point of contact would be your child's class teacher. Also available would be ;
- The Headteacher, Deputy Headteacher, Assistant Headteacher or SENCO.
- You may also wish to speak to any outreach providers, teaching assistants, learning mentor, psychotherapist, working with your child.
- The Local Offer can be found on the Local Education Authority Website and School Website

Other support services you might wish to contact are

- Parent partnership
- CAMHS
- School Family Support
- Children's Centres
- Careline
- GP

### Glossary Of Abbreviations

KS1-----Key Stage One

KS2-----Key Stage Two

SENCo -----Special Educational Needs Co-ordinator

SEND-----Special Educational Needs and Disabilities

SENISS -----Special Educational Needs Intergrated Support Service

EHAT-----Early Health Assessment Tool

TAC-----Team Around the Child

CAMHS-----Child and Adolescent Mental Health Service

SEAL -----Social and Emotional Aspects of Learning