

## **Individual Setting Local Offer**

The individual setting offer should be developed and published by the individual setting in partnership with parent carers. Information should include:

- A short introduction setting out the settings vision/mission statement for children and young people with SEND
- Completion of the attached plan
- Completion of the parent/carer and young person's questions
- An explanation of what to do if the local offer:
  - Is not being delivered
  - Is not meeting the child/young person's needs—this will need to include who to contact, what is available, what is available, what is the eligibility
  - How decisions are made
- How the local offer will be reviewed

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Completion of the following table (either as a single table or for particular types of SEN) including examples of how support could be put in place:

- Learning Difficulties
- Communication difficulties
- ASD
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

## Introduction

At Ringway Primary School, our fundamental aim is to provide a happy and purposeful environment that will inspire the children with the confidence to learn new skills and concepts. We aim to provide a safe, secure and happy school where everyone works together and where all children, with their differing needs, skills and talents are included. We aim to promote positive relationships and to promote tolerance, personal responsibility and respect for people, property and the environment with all children, whatever their individual needs may be. We aim to deliver a challenging, well planned and effectively taught curriculum which is inclusive of all pupils. Specific, targeted support will be provided for any child who needs it, for whatever reason, at a particular time. We welcome and encourage parental involvement, and aim to maintain a dialogue for support with parents through regular formal and informal opportunities for discussion and collaborative home/school working.

	Whole setting/school/college response Universal Quality First Teaching	Targeted support for individuals or small groups Short/medium term	Specialized individual support Medium/longer term
Learning/Curriculum	<ul style="list-style-type: none"> <li>• High quality teaching of the National Curriculum.</li> <li>• Teachers differentiate their teaching by planning, delivery, task, outcome and by the support and resources provided.</li> <li>• Consistent and high expectations for work and</li> </ul>	<ul style="list-style-type: none"> <li>• Needs continually assessed through on-going formative assessment and three times yearly updating of APP statements, as well as use of optional and statutory assessments.</li> <li>• Groups and individuals identified for specific support from this</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to appropriate support services e.g. LIST, Speech Therapy.</li> <li>• Follow up support in school e.g. Occupation Therapy support sessions.</li> <li>• Drawing up of an Early Help Assessment Plan.</li> </ul>

	<p>behaviour for all children.</p> <ul style="list-style-type: none"> <li>• Systematic and inclusive whole class teaching.</li> <li>• Use of classroom displays to support all abilities.</li> </ul>	<p>which may include</p> <ul style="list-style-type: none"> <li>- placement in an intervention group, e.g. Read, Write Inc, Social skills group, Maths practice group.</li> <li>- One to one targeted support intervention, e.g. Toe by Toe, RWI One to one phonics etc.</li> <li>- Drawing up of a Pupil Profile detailing support to be provided from both school and home.</li> </ul>	
Support	<p>Teachers plan to support all groups of pupils within their class, taking into account their differing needs. Classroom assistants also provide targeted support for different groups of pupils.</p>	<p>Teachers and classroom assistants provide additional group or individual work where there is a need for this.</p>	<p>Teachers and classroom assistants provide follow up sessions in collaboration with other professionals working with the children, e.g. implementing a behaviour support plan, providing targeted phonics work etc.</p>
Teaching approaches	<p>Teachers use a range of approaches to cater for the varying learning styles within the class e.g. practical work, skills practice, learning through songs</p>	<p>Teaching approaches may include practical games and activities (e.g. in developing social skills), regular targeted skills practice (e.g. in developing</p>	<p>Teachers and classroom assistants use a range of approaches as recommended by other professionals to meet a longer term need. Various</p>

	and rhymes etc.	phonological awareness) depending on the need/children.	approaches are communicated with parents so as to be continued at home.
Physical and emotional	<ul style="list-style-type: none"> <li>• A variety of physical and emotional opportunities are provided across the curriculum and also through the P.E. and P.S.H.E. curriculums.</li> </ul>	Group and individual support are provided where there is a need e.g. Occupational Therapy follow up work, Friendship groups etc.	Follow up work is carried out following recommendations from other professionals involved with the children. Other professionals also sometimes come into school to work with individuals/groups of children.
Well being	Children's well being is at the core of our school aims. Staff know the children well and are therefore well placed to keep check on their well being. All staff are trained in child protection.		

## Parent/Young person questions

Each EY setting, school and college should publish responses to the following questions. The responses need to be jargon free, ensure clarity of language and provide information about where to go to get further advice or guidance if needed.

Question	Answer
<p>How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p><i>If a teacher feels that a child has a need which requires support outside of the usual classroom groupings, then this will be raised with the Special Educational Needs co-ordinator who will help determine any method of intervention. In deciding this, teachers have a range of information to draw from including the child's work, observations of the child at work or play, assessment results etc. Parents may also discuss any concerns they have, with their child's class teacher in the first instance.</i></p>
<p>How will early years setting/school/college staff support my child/young person?</p>	<p><i>Where a need is identified, the class teacher, supported by the Special Educational Needs Co-ordinator, will determine appropriate intervention and/or support. Where a child has a number of interventions in place, a pupil profile is drawn up by the class teacher detailing the need, and the nature and frequency of support for both home and school. This will be shared with parents. Class teachers, classroom assistants and where appropriate outside agencies all work with the child depending on the need.</i></p>
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p><i>Within the classroom setting, teachers best match work/activities to the different abilities of the children. Where further support is needed, this is provided through the use of additional adults or resources or through targeted interventions.</i></p>
<p>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p><i>If a child is receiving additional support their pupil profiles are shared with parents each term. This provides an opportunity for parents to see how their child is being supported in school and also how they can help</i></p>

	<p><i>at home. School monitors and tracks children's progress using our Assessing Pupil Progress System which highlights the next steps in their learning. At Ringway we work closely with parents and welcome parent contributions. Sometimes additional communication strategies are put in place e.g. the use of a home/school book.</i></p>
<p>What support will there be for my child/young person's overall wellbeing?</p>	<p><i>Good relationships between staff and pupils is a key factor at Ringway. Staff know children well and place emphasis on their happiness and well being.</i></p> <p><i>If your child takes any medication then please fill in a medicine form available from the school office. School can only administer medicine that has been prescribed by a doctor.</i></p> <p><i>In order to avoid exclusions and increase attendance there are a number of strategies which may be put in place.</i></p> <ul style="list-style-type: none"> <li><i>• Children reporting to the headteacher on a regular basis to track behaviour.</i></li> <li><i>• The use of a behaviour chart to be shared at home.</i></li> <li><i>• The support of external agencies e.g. LIST to devise personal behaviour plans.</i></li> <li><i>• Class rewards for good attendance.</i></li> </ul>
<p>What specialist services and expertise are available or accessed by the setting/school/college?</p>	<p><i>School works in partnership with the following agencies where appropriate to support groups of children and individuals:</i></p> <ul style="list-style-type: none"> <li><i>• The Local Inclusion Support Team (LIST)</i></li> <li><i>• School Health professionals</i></li> <li><i>• Speech Therapists</i></li> <li><i>• Occupational Therapists.</i></li> <li><i>• Behaviour Support Workers.</i></li> <li><i>• Educational Psychologists.</i></li> </ul>

<p>What training are the staff supporting children and young people with SEND having or have had?</p>	<p><i>The Special Educational Needs Co-ordinator holds the National Qualification for Special Educational Needs Co-ordination. All staff participate in training initiatives. Recent training has included 'Sounds Great' early phonological awareness and 'Attachment Theory in the classroom'. Training in supporting children with dyslexia is planned..</i></p>
<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p><i>All children are encouraged and enabled to take part in all activities/opportunities and supported to do so where possible as we aim to create an inclusive environment.</i></p>
<p>How accessible is the setting/school/college environment?</p>	<p><i>The building is wheelchair accessible. Please contact school beforehand if you are a wheelchair user and are visiting school as special arrangements e.g. reserved seating can be arranged. Interpreter support is available from the local authority should parents and school require this.</i></p>
<p>How will the setting/school/college prepare and support my child/young person to join the setting/school/college, transfer to a new setting/school/college or the next stage of education and life?</p>	<p><i>We work closely with our onsite Nurse 'First Friends'. Children have many opportunities while in Nursery to become accustomed to the school setting through, for example, regular P.E. and movement, dance and play sessions in the school hall as well as snack times etc. Prior to starting in Reception class, children are invited to spend a morning in school on transfer day. If it is anticipated that any individuals or groups will benefit from additional transition opportunities then this is arranged/accommodated.</i></p>
<p>How are the setting's/school's/college's resources allocated and matched to children/young people's special educational needs?</p>	<p><i>The budget for resources is managed along with the rest of the school's expenditure as and when needs arise.</i></p>
<p>How is the decision made about the type and amount of support my child/young person will receive?</p>	<p><i>This will depend upon individual cases. Decisions are made through discussion between school staff, parents and other agencies involved with the child. Where appropriate, the child's own views will be taken into account. Final decisions are taken by the headteacher.</i></p>
<p>Who can I contact for further information?</p>	<p><i>Mrs H Scott, Headteacher. Mrs D Smith Assistant Headteacher/SENCo. 01670 813 463</i></p>

