

Bury Primary School – Local Offer

All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs or disabilities (SEND). Bury Primary School is a small, inclusive, mainstream school and part of the Rother Valley locality, who work collaboratively to ensure best practice, and is an inclusive school.

- Every child at Bury is an individual and support will be differentiated to meet their needs.
- We have high expectations of behaviour; everyone in the school community is treated with equality and respect.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- The children at Bury are assessed each term against the Early Years Foundation Stage Curriculum and the National Curriculum Age Related Expectations in reading, writing and maths.
- Children identified as having a significant difference to the expected targets or those who are consistently not meeting their individual targets are observed, monitored and assessed individually to identify any specific needs.
- Children entering the school are assessed by the class teacher and previous records are read and taken into account when identifying individual children's starting points, and a baseline assessment is devised, using the Assess, Plan, Do, Review format. Any history of SEND will lay the foundations of the next steps in learning and identifying the areas of support required.
- Information gained from the previous school or nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.
- If you are personally concerned you should speak to your child's class teacher, make an appointment to ensure enough time is given to the discussion.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Our SENDCo will oversee and plan personal learning plans (PLPs) for all children on the SEND register and this will be implemented by our very experienced and caring team of teaching assistants (TAs) and class teachers. The PLPs will include a table showing specific provision throughout the week, targets and progress. We invite parents and children to review PLPs termly with us.
- Each term every parent meets with their class teacher for a parent consultation about how they are doing and what the next steps are in the learning journey.

How will the school staff support my child?

- Any member of the team working with individual children will be responsible and in a position to share information and achievement. Teaching assistants work with class teachers to provide small group or 1:1 support in the classroom.
- Support is differentiated to meet the needs of individual children. This may include the use of particular resources, targeted in-class support or, where required, additional intervention support. All children are treated with equality and respect.

How will the curriculum be matched to my child's needs?

- Independent learning is promoted through the use of visual timetables, homework and ICT.
- Learning within the classroom is differentiated to support the needs of all abilities.
- We recognise that not every child learns in the same way, and adapt our curriculum and teaching styles to meet the needs of the children. Regular assessments against the Early Years Foundation Stage curriculum, and the National Curriculum, support staff to match learning to the children's needs.

How is the decision made about what type and how much support my child will receive?

- Regular meetings take place with our parents, staff and outside agencies to review the needs of our children. To ensure the best possible provision and support for your children we like to include you and our staff working together in making decisions. Communication between our school and you, as parents, is vital to our approach and we value your opinions and concerns.

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

- We have a small, inviting group room for 1:1 and group work, for activities such as social skills groups, working on specific PLP targets and occupational or play therapy.
- Funding is used to purchase IT programmes and training for staff to specifically meet the needs of children at the school.

How will my child be included in activities outside the school classroom including school trips and what support will there be for my child's overall well-being?

- Risk assessments and identified differentiated plans are put into place for children with specific needs when planning trips or extra-curricular activities. Most staff members have had training in restraint (Team Teach) and behaviour modification. Please look at our Behaviour Policy on our website. All students take part in a range of PSHE skills programmes.

- We have a team of qualified First Aiders. We have access to the School Nurse. There is a policy for the administration of medicine.
- Support is given so that every child is able to participate fully.
- At Bury there are high expectations of behaviour, and the children co-operate and work well together. The small nature of the school means that all children and staff know each other well, and there is a supportive and caring atmosphere.

What specialist services and expertise are available for access by this school?

- We have a good, professional relationship with a range of outside agencies and services e.g. the Educational Psychologist team, the Speech and Language team, the Occupational Therapy team, the Social Communication team, the Family Link team and Social Services.
- A few families may also benefit from support through an Early Help Plan.

What training do we undertake?

- Our SEND team are well qualified. The SENDCo has QTS (Qualified Teacher Status), B.Ed and is in the process of gaining the National Award for Special Needs Coordination. Regular training is available as well as opportunities through INSET, and TAs are trained to use interventions such as Precision Teaching and Speech and Language development. A number of staff have been trained in Team Teach positive handling techniques.

How accessible is the school environment (indoors and outdoors)?

- Our school is 'wheelchair' friendly with ramp access and a disabled toilet and shower.
- At Bury all children are able to spend 10% of their school week in the woodland. Our Bury Rangers sessions enable the children to learn outside as well as learning traditional 'Forest Schools skills'. Over the course of the year we will cover aspects of Science, Maths, Art, Music, English, RE, PE and Geography all within our woodland.
- We have also been chosen by the South Downs National Park to be their Ambassador School. This will see us accessing even more learning opportunities in the Downs for all children whilst also sharing some of the staff's expertise with other schools and getting their children out into the Downs.

How are parents involved in the school? How can I be involved?

- We welcome your involvement in many ways. FOBS is Bury School's Parent and Teachers Association. You can actively support the FOBS with their events and fundraising, volunteer to help in a classroom using your own expertise or listen to children read, most importantly we encourage you to attend consultation evenings and PLP review meetings.
- Bury School recognises the importance of close liaison with parents in order to get a rounded picture of your child's needs, strengths and interests.

Who can I contact for further information?

- Our SEND governor meets with our SENDCo to discuss provision and the needs of your children. We can signpost you to support groups and forums.
- Our SENDCo works part time in the school but can be contacted through the school office.
- For further general information on services available please visit the Rother Valley Inclusion Hub website, and the West Sussex Local Offer.

How will the school prepare and support my child to join the school and transfer to a new setting?

- Transition arrangements in joining Bury are well planned and we will support both you and your child. Children joining Reception are given many opportunities before starting school to familiarise themselves with the school community and environment. Close liaison occurs with pre-school settings, including visits by the class teacher and a detailed transfer of information. Any history of SEND informs the next steps in learning.
- For children joining the school within the primary phase, teachers use records from previous settings and any information from parents and other professionals to inform and determine any specific needs.
- Transition arrangements on leaving Bury for secondary education are well planned; extra opportunities for your children to visit their next school are always available to help them feel supported and confident.

Reviewed July 2019

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SENDCo