



Heene Church of England (Aided) Primary School

Local Offer – September 2018

1. How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs/disabilities (SEND)?

Teachers continually monitor and assess children e.g. tracking progress and attainment, observing behaviour and social skills etc. Teachers discuss children who are identified as having a need with parents/carers in order to obtain more information. Your child is discussed with the Special Educational Needs and Disability Coordinator (SENDCo) and internal assessments are made. Outside agencies are involved if necessary, e.g. Speech and Language Service, Educational Psychologist, Occupational Therapy Service.

If you have any concerns first of all discuss your child with the class teacher either on Consultation Evening or see the teacher after school. The Teacher will then raise the issue with the SENDCo. Parents/carers are able to make an appointment, through the office or the class teacher, to meet with the SENDCo and class teacher in order to discuss concerns.

2. How will Early Years school staff support my child?

All children are supported by the Class Teacher and the Class Teaching Assistant. Additional staff are employed to carry out intervention programmes such as extra reading, maths and phonics support, delivery of Speech and Language programmes, English as an Additional Language (EAL) support. Midday Meals Supervisors, Playground Leader and the Learning Mentor support children at lunchtime and in the playground.

Governors have responsibilities. **The Education Act 1996 s.317** requires Governing bodies of schools to use their **best endeavours** to:

Designate a member of the staff at the school (to be known as the Special Educational Needs Co-ordinator) as having responsibility for co-ordinating the provision for pupils with special educational needs.

Ensure that for any pupil who has Special Educational Needs (SEN), the special educational provision which his/her learning difficulty calls for, is made.

Ensure that where a pupil has special educational needs, those needs are made known to all who are likely to teach him.

Ensure that the teachers in the school are aware of the importance of identifying, and providing for, those registered pupils who have special educational needs.

The SEND Code of Practice 0 to 25 (2014) states – All maintained school governing bodies have important statutory duties towards pupils with special educational needs and disabilities. Governing bodies should, with the head teacher, decide the school's general policy and approach to meeting pupils' special educational needs and disabilities for those with and without Education, Health and Care Plans (EHCP). They must set up appropriate staffing and funding arrangements and oversee the school's work.

Provision is continually being monitored by the Head Teacher, SENDCo and Senior Leadership Team (SLT). Feedback from parents/carers, Governors and staff is taken into account and used to inform policy, practice and procedures. Children's progress, with regard to their area of need, is tracked and measured to ensure interventions and support are targeted in the correct areas. Adjustments are made so that effective provision is in place. SEND is part of the School Improvement Cycle and included on the School Improvement Plan.

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

All teachers plan in year groups to ensure consistent provision across the cohort. Differentiation is built into the planning, taking into account the needs of individuals. Phased Phonics lessons are held in Year 2 and in Year 1. Early Years plan Phonics lessons which are matched to the needs of the children. Your child will have quality first teaching, which is the teaching delivered by the class teacher, aimed at their level of learning with activities that they can access and achieve within.

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

When a child goes on the SEND register parents/carers are invited to meet with the SENDCo and the class teacher to discuss strengths and areas of need. Children have an Individual Education Plan (IEP) which is written based on any outside agency advice and knowledge the teacher has of the child. This is shared with parent/carers and the child. Each child also has a Pupil Profile and a Provision Map. These three documents form the child's Independent Learning Plan.

Each term parents are invited to meet with the teacher at the Consultation Evening to discuss the child's progress and review the IEP. The SENDCo is able to attend these meetings if required. A new IEP is then written. The school has an open door policy, which means that the class teacher/SENDCo will speak to parents/carers about their child if they are available to do so at that time or parents/carers can request a meeting with the class teacher and/or SENDCo at a mutually convenient time. Informal discussions often take place when parents have a query that can be dealt with at short notice.

Children are continually being assessed in lessons e.g. through observation/questioning etc. These assessments are used to track progress and achievement on a daily basis. More formal assessments are made during your child's time at this school, e.g. at the end of Early Years, Year 1 Phonics Test, Year Two and Year 6. Progress is measured against the national average and against children with similar needs.

Teachers will discuss a child's progress with their parents/carers so that they can understand their child's progress in the context of the year group and the child's special need(s) at Consultation Evening or when required. Teachers are available to speak to parents/carers every day, usually at the end of the day. Parents/carers can ask questions and have daily feedback, if required. The Homework Book and Reading Journal are for specific feedback with regard to homework and reading only.

The Home Learning Policy outlines the homework that will be set each week, appropriate to each year group. Parents/carers can use this to support their child at home. Parents/carers are also expected to read regularly with their child and write a comment in the Reading Journal which should be in school every day. There are also various meetings or training events which run at regular intervals.

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

The SENDCO has responsibility for Special Educational Needs and Disability (SEND) and children's pastoral, medical and social needs. She works closely with the Learning Mentor and other trained Teaching Assistants (TAs) to provide care for the identified children. Calm Start is available for children who find early morning routine difficult. Children are invited by the Learning Mentor to come and do activities and discuss any worries about the forthcoming day. Board Games Club is for invited children to improve their social skills. We run behaviour support groups and employ a Counsellor/Play Therapist.

The school has a 'Supporting Children with Medical Conditions' policy and a 'Medicines in School' Policy. Members of staff have attended training and the TA who has attended, is responsible for the day to day management of medicines in school alongside the SENDCO. The school has an Intimate Care Policy. Some children may need a Care Plan and the School Nurse is consulted if appropriate.

Every class has a Teaching Assistant who is there to support the teacher with children's social, emotional and behaviour in the class room. The Learning Mentor is available for any child who needs additional support. Children who are on the Special Needs Register for 'Social, Emotional and Mental Health' have an IEP with targets set by the teacher with the child and the parent/carer's contributions. The County Behaviour Inclusion Team or Social Communication Team will be consulted for advice if this is considered necessary. Outside agencies such as the Child Development Centre (CDC), Child and Adolescent Mental Health Service (CAMHS) and Community Mental Health will be referred to, in consultation with parents, if need arises.

The Attendance Support Worker works with the school on attendance. Certificates are given to reward children on their attendance and punctuality. A referral to the Early Help Service and/or the School Nurse will be made if support is needed for a family.

Teachers discuss issues with the children as part of the conferencing process. The SENDCO is involved in listening to the children's views and collating information. Children attend Consultation Evenings with their parents and they are invited to contribute to the discussion. There is space for the child and parents to write on the Consultation sheet.

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

At the school there is a team of people who have various qualifications from degree status to NVQ in Supporting Teaching and Learning. We have a team of trained First Aiders and the majority of our support staff have relevant qualifications and experience. TAs are also trained in delivering intervention programmes. A Play Therapist is employed to work with identified children and our Learning Mentor is First Tier Mental Health trained. We access other services when needed such as the Multi-Agency Safeguarding Hub (Social Services) and various charities e.g. Winston's Wish for bereavement etc.

On a regular basis we access other services including health, therapy and social care e.g.

- Speech and Language Service - Early Years and Mainstream
- Educational Psychology Service
- Occupational Health
- School Nurse
- Specialist Nurse's e.g. Diabetes, Asthma.
- Early Help Support Team

- Attendance Support Worker
- Child Development Centre
- Ethnic Minority Achievement Team (EMAT)

7. What training have the staff supporting children with SEND had or having?

Staff training includes -

- Speech and Language
- Autism Awareness/Social Communication
- Team Teach
- Attachment
- Sensory Support Team - hearing impairment/visual impairment
- EpiPen
- Asthma
- NVQ - Supporting Teaching and Learning in Schools
- Paediatric First Aid

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

All children are included in activities outside of the classroom. They receive 1:1 support if necessary. Experienced TAs go on trips as well as a member of the Senior Leadership Team if appropriate. First Aiders accompany all off-site activities.

Parents who have children who may require additional support with activities are consulted and may accompany their child on the trip if this is necessary. No child is excluded from an activity because of a special need or disability.

9. How accessible is the school?

All of our new build is fully accessible and most of the original building is wheelchair accessible. We currently have two Accessible Toilets. Sensory Support Team assess the environment when needed with regard to visual and auditory needs. Other professionals will be consulted and adaptations made to the school environment as need arises. (Section 69 of the Children and Families Act 2014)

Our English as an Additional Language (EAL) Coordinator works with parents/carers of children who are EAL. We also have a TA who works with children and parents/carers. Interpreters are paid for by school if required for assessments and meetings. If it is necessary documents will be professionally translated. We work closely with the County Ethnic Minority Achievement Team (EMAT).

The SEND/school budget is used to pay for any equipment and resources a child may need.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Secure transition arrangements are in place to ensure a smooth start to school. Parents/carers are able to visit the school and meet with the SENDCo and other members of staff. Early Years children have 'stay and play' sessions and if more sessions are required they are arranged. The Early Years Coordinator and the Early Years teachers visit Nurseries and Pre-Schools, with the SENDCo if this is identified as a need. Children coming into other year groups may need similar arrangements. Reports from outside agencies and paperwork are requested by the school and agencies are contacted before the child starts school if necessary. A meeting may be held in order to discuss the child's needs and how we will meet them.

Transition arrangements will be in place with the next school the child attends. Records are handed up and meetings held in order to pass on all relevant information. The child will visit the new school either accompanied by their parents/carers and/or by a member of our school. This could be more than once and either individually or in a small group. The child's SEN file will be passed on after 1:1 discussion with the next SENDCo. The file contains reports from other agencies, provision map, correspondence and other information relevant to the child.

When children move on to a new school a meeting and/or visit may be necessary to the new school in order to see the facilities and meet the staff so that needs can be discussed. All paperwork will be sent as above. Members of staff will also be available to speak to staff at the new school once the child has moved on if required. There are set procedures when children move to their next phase of education.

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

Resources are allocated on an individual basis using all information available. Parents/carers are consulted and other professionals if appropriate. Provision is flexible and may change as the child develops and moves through the school. This includes adult support and material resources.

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

The Head teacher and the SENDCo, together with the parents/carers, will make decisions about support. They will be made based on the advice of the setting the child has come from and advice from outside agencies if appropriate. If the child has a Education, Health and Care Plan, this will form the basis of the discussion. Observations will be made of the child when they visit the school and these will help to provide additional information. An audit of the facilities we have will be undertaken and then final decisions made as to the type of support required and how much. The child's progress, both academic and social, will be monitored. Regular reviews will take place and adjustments to the support provided will be made if necessary.

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

Parents/carers are involved in their child's education and work in partnership with the school. Parents/carers are invited to meetings e.g. Annual Reviews, Consultation Evenings or more informal meetings to discuss issues. If parents/carers request a meeting it will be held when mutually convenient at the earliest opportunity. Parents/carers can volunteer to help in school. Friday morning is 'Reading Together' when parents or other family members can come in and read with their child in the class room. Parents/carers also help with trips and visits off the school site. Friends of Heene Primary School is our fund-raising group which is run by parents/carers.

14. Who can I contact for further information?

The child's class teacher is the first point of contact. The SENDCo/Deputy Head Teacher and the Head Teacher are also responsible for your child's education. If you would like any more information about the school please contact the SENDCo on the school telephone number or email the school office. The Information, Advice and Support Services Network (IASS Network) formerly known as Parent Partnership, which is a West Sussex County Council funded service, are available to support parents and provide information and advice about schools.

The local authority's Local Offer is published on the West Sussex County Council Website.