

Drew Primary School

SCHOOL LOCAL OFFER



'Learning today for tomorrow's world'

Agreed at Governing Body Meeting on _____

Signed Headteacher: _____

Signed Chair of Governors: _____

Name of Policy: SCHOOL LOCAL OFFER Date: 12th October 2014

Agreed at Policy Committee Meeting on:

Signed Head teacher:

Signed Chair of Governors

History of Policy

Date	Notes
June 2014	Policy written by Inclusion Manager
27 June 2014	Parents Consulted and contributed questions for Local Offer

SEN provision for Children and Young People at Drew Primary School July 2014

Introduction

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available <http://www.newham.gov.uk/special-education-needs> and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for Drew Primary School. It describes the arrangements we make that are 'additional and 'different' for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

The following information outlines the support and provision pupils with SEN can expect at Drew Primary School.

At Drew Primary School our motto is:

"Learning today for tomorrow's world"

Our core values are: Show Respect

Take responsibility

Always make the right choice

Learning with others

The diagram on the next page illustrates the school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

The Drew Primary School Offer

ALL pupils will access:

- *High quality teaching and learning*
- *A differentiated curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Formative and summative assessments*
- *All pupil premium children will access 1-1 mentoring by a teacher*
- *Kagan co-operative learning skills*
- *Personalised progress tracking and assessment of needs*

Some pupils with additional SEN needs will access:

- *targeted interventions and support matched to need*
- *Individualised target setting*
- *Personalised target setting*
- *1-1 teacher mentoring*
- *Personalised progress tracking and assessment of need*
- *Access to flexible working groups*
- *Access to additional adult support for specific tasks*
- *After school clubs (More able pupils)*

A few pupils with complex or significant needs will access:

- *A personalised timetable*
- *Access to evidence based specialist programmes*
- *Access to specialist services and therapists*
- *High levels of adult support and small group working*
- *Support to develop their independence and social skills*



More information about Drew Primary School's Offer of SEN provision:

Here are some of the questions asked by our parents about the SEN provision in our school:

What support would be given to my child if he has learning difficulties?

- Each child that is identified as having a learning difficulty will have an Individual Education Plan (IEP). This will be drawn up by the class teacher in conjunction with the SENCO. It will be differentiated according to the pupil's individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education or social skills, such as Maths and English skills etc. then the pupil may be placed in a small booster group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on a provision map for each year group. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.
- Pupil Progress Meetings are held three times a year. This is a meeting where the class teacher meets an Assistant Head teacher (responsible for that phase) with the Head and /or Deputy Head Teacher and Inclusion Manager to discuss the progress of the pupils in their class. This shared discussion may highlight any potential issues in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the LCIS-Language Communication and Interaction Services. (see below for other agencies)
- Referral forms are subsequently completed with parents/carers permission and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

My child has learning difficulties. We have confidence that the school is doing all it can to support him. What advice, support and homework are available for us to support him/her at home?

The school supplies homework for your child on a weekly basis. Please contact the class teacher for advice on how to help your child at home. Our website also provides a list of websites you can use to support your child. There is a full time Inclusion Manager who can talk about support in and out of school. Appointments can be made by contacting the school office.

How does the school prepare pupils for their next stage of education and for adult life?

Drew Primary school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. The school liaises with Secondary Schools so that transition for pupils in year 6 is as stress free as possible. We fully support parents in applying for the Secondary School they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth. The Inclusion Manager attends a yearly transition conference to ensure secondary schools know about the needs of pupils who will be attending their school.

Transition to Year 1

Although not officially leaving the school children moving from EYFS to Year 1 do move upstairs and this can be unsettling for some children. We therefore prepare children for this change by providing:

- opportunities for Reception children to visit Year 1 in the summer term.
- attending assemblies and playtime on the KS1 playground
- tour of the KS1 classrooms
- transition project delivered by Reception teachers.
- visit to new class.
- Information sharing sessions between Reception and Year 1 teachers.
- the class teacher is always willing to meet parents/carers prior to the child moving to their class.

How does Drew Primary School know if children need extra support?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- A pupil finds it difficult to work independently
- there is lack of progress in the lesson
- a lack of progress in assessments
- there is a change in the pupil's behaviour
- a pupil asks for help

Who can I talk to if I want to know about my child's progress?

- If you have concerns then contact your child's class teacher, the SENCO, the Headteacher or Deputy Headteacher.

How would you support a child with emotional difficulties most of the time?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, SENCO, Learning Mentor and Family Support Worker who are readily available for pupils who wish to discuss issues and concerns.
- The Learning Mentor runs reflection groups targeting social skills, self-esteem, emotional wellbeing and anger management.
- The school will regularly access support from the Place2B team. This team provides support for pupils through 1-1 sessions where problems are discussed and solutions planned. The pupils who have received this intervention have found it very beneficial.

How will I know how my child is doing?

You will be able to discuss your child's progress at Parents Evenings where you will be presented with your child's report.

Class teachers go to the playground at the end of the day, if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

IEPs (Individual Education Plans) are sent home each term. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the IEP.

What other people/agencies supports my child in school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- BSS- Behaviour Support Services
- LCIS- Language Communication and Interaction Services
- OT- Occupational Therapy
- Physiotherapy
- SLT- Speech and Language Therapy
- CFCS-Child and Family Consultation Services
- CNDS -Complex needs and Dyslexia Service
- Eleanor Smith School
- RIET- Reintegration into Education
- Sensory Services
- DAC- Development Advisory Service
- PPS- Parent Partnership Service
- School Nurse & Community Nursing Team
- School Health Visitor
- Place2B

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the psychologist will generally offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

Will parents be invited to all annual review meetings? Will all the problems that have arisen within the school be discussed here?

Parents are always invited to annual reviews. This is an opportunity for parents to share information, but also for the SENCO and outside agencies to share information about the child as well. The annual review provides an opportunity for parents to ask questions of the SENCO and outside agencies.

My child needs help with Reading, English and Maths. Should he/she have one to one support as he is well behind his peers?

- Teachers plan their lessons taking note of children's attainment. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. concentration cushions, feely items, pen/pencils grips ,visual timetables or easy to use scissors.

My child who has a learning difficulty gets support in the classroom. Would this support be available during the assessment tests in Year 6?

If your child is supported in the classroom, they will be provided with the same support during assessment week.

How would you expect such a child to cope with this situation?

Pupils cope very well. Pupils at Drew are very tolerant of children with special needs and are very helpful and supportive around the school. When parents are supportive and things are put in place to support pupils, they achieve to the best of their full potential.

How will you help me to support my child's learning?

Teachers suggest ways of supporting all children's learning through sending homework home. The class teacher may suggest additional ways of supporting your child's learning at parents' evenings. Alternatively, you can arrange a meeting with the Inclusion manager. The SENCO may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed.

Ideas can be exchanged with other parents at parent groups and other school events.

Outside agencies or the Educational Psychologist may suggest strategies or programmes that can be used at home.

Parent/carer workshops are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

Pupils with medical needs

If a pupil has medical needs then a detailed Care Plan is compiled by the SENCO in consultation with parents/carers and the school nurse. These are discussed with all staff who are involved with the pupil.

Where necessary and in agreement with parents/carers medicines can be administered in school. Asthma pumps are kept in the school office.

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

All staff have received some training related to SEND.

These have included sessions on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum (Drew is a SCERTS school . SCERTS is a specialist programme used to support pupils with autism and staff will receive training)
- How to support pupils with behavioural difficulties
- How to support children with downs syndrome
- The Behaviour Support Service and other outside agencies offer advice, support and programmes. Staff are trained to use these programmes. Outside agencies visits the school regularly to give advice and support to teachers and parents.
- The school also has some teaching assistants who have received training enabling them to deliver more specialised support.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions

For more information about the SEN provision at our school please follow these links:

<http://www.drew.newham.sch.uk/>

- Information about how the school is compliant with its duties under the Equalities Act 2010
- Our school provision map
- Details of the school's pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated
- Details of the school's policies on behaviour, SEN and anti-bullying.