

# Graiseley Primary School's Local Offer



## If a child needs extra support:

All children are assessed when they join the school. We use this information to provide starting points for the development of an appropriate curriculum for all the children.

Children who join us from other schools are supported using information gained from their previous school. We use this information to ensure they receive the support and intervention they need.

## We also know when pupils need help if:

- Concerns are raised by parent/carers
- Concerns are raised by teachers and teaching assistants and this is based on lack of progress, changes in progress or pupil's behaviour
- A child asks for additional help in a subject

## How to find out more:

If a parent/carer has concerns then they may contact the child's teacher or the School's Special Education Needs and Disabilities Co-ordinator (SENCO).

## Personalised Support:

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual's needs. 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 education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to the need but will generally be for a term. The interventions will be regularly reviewed by all involved to determine the effectiveness of the provision and to inform future planning. These interventions will be recorded on a electronic map (SIMs) (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries relating to the interventions, please do not hesitate to contact the class teacher or SENCO.

Pupil Progress meetings are held each half term. This is where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class.

This shared discussion may highlight any potential problems in order to further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. a referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parent/carer.

The Governors of Graiseley Primary School are responsible for entrusting a named person, the Head Teacher to monitor safeguarding and Child protection procedures. The Head Teacher is also responsible for the monitoring the correct administration of the Disclosure and Barring services procedure and the School's Single Central Record. In a supportive and challenging role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equal way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE

### Curriculum Access:

When a pupils has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily

Teaching assistants will be allocated to work with the pupils in a 1-1 or small focus group to target more specific needs

If a child has been identified as having a special educational need, they receive SEN Support from the school in the form of daily interventions and the child's teacher will hold structured conversations each term with the family. These targets will be monitored by the class teacher weekly and the SENCO three times a year. Targets will be shared with parents/carers and copy will be given to them each term during Structured Conversations.

If appropriate specialist equipment may be given to the pupils e.g. writing slopes, concentration cushions, pens/pencil grips or easy to use scissors

### Pupil Progress:

You will be able to discuss your child's progress at Parent's evening and during Structured Conversations if your child is allocated SEN Support.

Your child's class teacher will be available at the end of the school day if you wish to raise a concern.

The SENCO, will meet with you to speak in more detail about your child. Appointments can be made by visiting the school office.

### Additional Support:

The class teacher may suggest ways of how you can support your child's learning

The SENCO, will meet with you to discuss how to support your child. The class teacher and or a member of Senior Leadership team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

If outside agencies or Educational Psychologists have been involved reports, suggestions and programmes of support will be provided for use at home.

### Supporting a child's well-being:

The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, teaching assistants, SENCO, Senior Leadership Team are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out
- Individuals who need social and emotional support at Lunchtime will be supported by the Home School Liaison Officer or SENCO.

### Pupils with Medical Needs:

If a child has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultations with parents/carers. These are discussed with all staff involved with the pupil.

- Staff receive Epipen training delivered by the school nurse on an annual basis
- Staff receive Asthma training delivered by the school nurse on an annual basis
- Paediatric first aid trained and First Aid at Work trained staff work in every phase of the school

Where necessary and in agreement with parents/carers medicines (where the medication is a matter of routine for the child wellbeing) are administered in school but only where there is a signed medical consent form and are in place to ensure the safety of both the child and the member of staff.

### Specialist services and expertise available at or accessed by the school

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

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologists
- CAMHS (Child & Adult Mental Health Service)

- APP (Attendance Advisory Practitioner previously known as Educational Welfare Office)
- Sensory Inclusion Service to support children with hearing/visual Impairment
- Social Services
- Art Therapy
- Children's Therapy Services (Speech and Language/Occupational therapy)
- GEM Centre (Paediatricians)
- School Nurse
- Early Years Special Needs Team
- Penn Hall Outreach Service

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

Potential involvement from an EP is discussed with parents/carers prior to any referral being made and once a referral has been made this is discussed at a Multi-Agency Support Team meeting.

In order to help understand pupil's education needs better, the EP will meet with staff in school and parent/carers to gather information and to give feedback after any assessment has been completed. He/she will offer advice to the school and parent/carers on how best to support the children in order to take their learning forward.

### Staff Training:

- Read Write Inc – Ruth Miskin English initiative
- SmartMaths– Richard Dunne Maths Training
- How to support pupils on the Autistic Spectrum
- How to support pupils with social and emotional needs
- How to support pupils with speech and language difficulties
- How to support pupils with physical and co-ordination needs (Cool Kids and Cool Characters)

The SENCO has gained the qualification 'National Award for Special Educational Needs Co-ordination'

### Activities outside the classroom including school trips:

Educational Visits are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate

- However, if it is deemed that an intensive level of 1:1 support is required a parent/carer may be asked to accompany their child using this visit

### The accessible school environment:

As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- Ramps into school to make the building accessible to all
- Disabled toilets in the main children's entrance and Upper Junior toilets
- Wide doors in all parts of the building
- Disabled shower room

### Preparation and support for children joining Graiseley Primary School or transferring to a new school

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time with their new class.
- Additional visits are also arranged for pupils who needs extra time in their new school
- The Home School Liaison Officer, SENCO and the Senior Leadership Team are always willing to meet parent/carers prior to their child joining the school
- Secondary school staff visit pupils prior to them joining their new school
- The SENCO and relevant staff liaise with SENCOs from secondary schools to pass on information regarding SEND pupils
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO, the secondary school SENCO, parents/carers and the pupil

### Resources allocated and matched to children's Special Educational Needs:

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another point in the year.

Resources may include deployment of staff depending on individual circumstances

### The support my child will receive:

These decisions are made in consultations with the class teacher and Senior Leadership Team. Decisions are based on the termly tracking of pupil progress and as a result of assessment by outside agencies

During their school life, if further concerns are identified due to the lack of progress or well-being then other interventions might be arranged

### Discussions and planning for my child's education:

All parents are encouraged to contribute and take an active role in their child's education. This may be through:

- Discussions with the class teacher
- During parents evening
- During discussions with the SENCO and/or other professionals

### Further Information:

If you wish to discuss your child's Special Educational Need or want to speak to a member of staff, the school can be contacted on 01902 558745

Head Teacher: Mrs S Nasa

SENDCo: Mrs M Weston

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