

Special Educational Needs and Disabled Learners

Support for Children

We are an inclusive school that welcomes and celebrates diversity. All staff believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children.

1. How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help. These include:

- Liaison with teachers from the previous class
- Child performing below age expected levels
- Concerns raised by parents
- Through termly Pupil Progress Meetings held between teaching staff and Headteacher/Deputy Headteacher and discussions with the SENCo
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. Learning Support Service, Education Psychology, Medical Agencies
- Health diagnosis through paediatrician/doctor

As a school, we measure children's progress in learning against national expectations and age-related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track the children's progress from entry in Lower Foundation through to Year 6, using a variety of different methods.

This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals to give advice and support.

2. What should I do if I think my child may have special educational needs?

If you have any concerns about your child, talk firstly to your child's class teacher. If you require more information contact our SENCo. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

3. How will school staff support my child?

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child with the SENCo, setting appropriate targets. This will be reviewed three times a year to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN Governor who works with the SENCo.

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

- Lessons are planned appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Reviews of learning targets for your child are reviewed three times a year with the SENCo and class teacher and new programmes or support is organised as necessary, leading to personalised learning.
- Targets are set to support children's individual needs and are regularly updated.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

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

- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.

- Pupil progress meetings are held three times a year with the Head Teacher, Inclusion Manager and class teacher to discuss suitable teaching programmes for each child.
- Reviews of learning targets for your child are reviewed three times a year with the Inclusion Manager and class teacher and new programmes or support is organised as necessary, leading to personalised learning.
- Targets are set to support children's individual needs and are regularly updated and discussed with you so you know how your child is progressing.
- Progress reports are sent out termly for all children.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

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

- The special educational needs (SEN) budget is managed by the Head Teacher, SENCo, SEN Governor and Bursar.
- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

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

- Each child is assessed individually according to the SEN Code of Practice and LA guidance, and personalised or group learning support programme(s) will be developed dependent on need.
- Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Head Teacher and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff up to three times a year (if appropriate).

8. When will this Local Offer be reviewed and who has been involved?

The Local Offer will be reviewed each year by the Head Teacher, SENCo, SEN governor and parents.

9. Who can I contact for further information?

- Class teacher
- SENCo- Rebecca White
- Head Teacher- Julie Tomlinson
- SEN Governor- Katherine Shaw
- School website

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us.