Colgate Primary School

Local Offer (SEND).

September 2014

**Colgate Primary School**

**Special Educational Needs (SEN) Policy**



Local authorities, schools and other settings are required to publish and keep under review information about their support and provision for children with special educational needs or disabilities (SEND). This requirement is set out in the Children and Families Bill 2014. All schools are required to formulate a Local Offer relevant to their individual school. Below is a Local Offer for Colgate Primary School. Colgate Primary School is part of the Horsham East locality of Primary Schools who work collaboratively to ensure best practice with reference to SEND. Colgate Primary School is an inclusive school and offers the following range of provision to support children with SEND.

We are a small friendly, school for children from 4 to 11 years old, situated in Colgate village, north east of Horsham. We are fully inclusive and every child really does matter to us. We recognise the individuality and potential of every child.

**What we do:**

* We pride ourselves on knowing and understanding each child as an individual and strive to provide a stimulating learning environment in which every child will successfully reach their potential in all aspects of learning.
* We value a family approach so, relationships between children and adults are strong and we have positive partnerships with parents, carers and all involved in the life of the school. For this reason, our children are happy, enjoy coming to school, love to learn, make good progress and demonstrate high levels of good behaviour.
* We are fortunate to be one of a few schools in the county that have their own kitchen enabling us to cook fresh food on site at lunch times.
* Our school is on a site overlooking open countryside with access to a large field. We have a sensory garden which provides a peaceful area for children and our pond and wildlife area has been newly designed.
* The main school building and our Early Years classrooms are on one level and our provision for years 3 & 4 requires steps to access it.
* We have experienced and well trained staff who are pro-active in assessing children’s needs. The Early Years staff work closely with our locality Speech Therapist and early screening in undertaken in the autumn term upon entry to school.

Here are the answers to some frequently asked questions from parents about SEND provision within our school.

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

We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have. We have expertise in a number of areas of special educational needs i.e dyslexia and speech and language.

* We use a variety of in class assessments to inform next steps for children’s learning
* Specific concerns about individual pupils are discussed with parents. Teachers share concerns with colleagues as appropriate.
* Currently children are assessed on Levels against national benchmarks.
* We have an ‘Open Door’ policy and parents are welcome to discuss concerns informally on a daily basis. Formal meetings for parents are arranged termly.
* The SENCo is able to meet with parents on a weekly basis if necessary.

1. **How will setting / school support my child/young person?**

Our governors play an active role in monitoring the quality of our special educational needs provision. As does the Head teacher, senior leadership team and SENCo. We have high expectations of all our teachers in meeting a range of needs. All interventions we put in place are research informed and evidence based, and are measured to monitor impact and attendance against expected rate of progress. Where we feel something isn’t working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENCo and Headteacher and, all of our teachers have experience of inclusion and special educational needs.

* The SEN Governor meets with SENCO and Headteacher at regular intervals.
* Class teachers identify children who are in need of additional support. Interventions are implemented in liaison with the SENCo.
* Each child has Individualised learning targets in place. These are regularly reviewed and shared with teachers, children and parents.
* The SENCo works together with class teachers to measure the impact of intervention programmes.

1. **How will the curriculum and other teaching strategies be matched to my child’s/young person’s needs and their aspirations?**

Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.

* Differentiation is evident in curriculum subjects. This is recorded on class teacher’s weekly planning which is shared with all those adults supporting children with SEND.
* Learning tasks meet the varying needs of individual children.
* Progress meetings between teachers and SENCo are held at least termly to review support and access to the curriculum for children with SEND.
* The children have access to individual learning support resources in each classroom. These include individual literacy and numeracy supports.
* There are regular staff training sessions and conversations about ‘quality first teaching’ in classrooms.

1. **How will I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?**

We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share though our newsletter and/or website. We host a number of curricular /learning workshops to help families understand what learning is expected and how they can best support their child/young person’s need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.

* As described above (Question 1) we have an ‘Open Door’ policy for parents.
* Verbal feedback to parents is provided each term for parents of with children with additional needs.
* Formal Parents Evenings are held each term and the SENCo meets together with parents, children and class teachers as necessary.
* Information relating to SEND support is posted on the school website. School will ‘signpost’ parents to local facilities. Information leaflets are available in reception area.
* Feedback can be provided for individual pupils on day to day basis if appropriate.

1. **What support will there be for my child’s/young person’s overall well-being and to help them develop their independence?**

All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. We have a defined rubric to enable support staff to encourage greater independence in all our learners.

* All school staff are trained in first Aid. All staff receive Child Protection Training. The senior management team receive more extensive training in this area.
* Behaviour/Codes of conduct are consistent throughout the school and are displayed in all classrooms
* Where there is a medical need Individual pupils have Health Care plans prepared with parents and relevant health professionals. Learning Mentors are available to support pupils with individual social or emotional needs.
* Pupil attendance is monitored regularly. Attendance certificates celebrate achievements in this area.
* The School Council meets regularly and contributes to the ‘pupil voice’ in school.
* Independent learning is incorporated into quality teaching. Children are provided with opportunities to develop confidence and independence through our WWO approach and roles such as School Councillors, Eco-warriors,Peer Mediators and Buddies and House Captains.

1. **What specialist services and expertise are available at or can accessed by the setting/school?**

Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

* Training for staff takes place at weekly staff meetings and in INSET days. This includes training ‘in house’ and also from external providers.
* The school regularly works with health and social care professionals as School Nurse, Educational Psychologists, Speech Therapists, Occupational Therapists, Social Workers and Family Link Workers.
* The school has access to support services from West Sussex Local Authority which currently includes an Inclusion Support Team and Educational Psychology Service. A Music Therapist works regularly with a small number of children in school.
* All external agencies who visit school are vetted in terms of safe guarding. Services that are ‘bought in’ to support children will be evaluated for the effectiveness of their input.

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

Our Special Needs Co-ordinator (SENCo) has been in a SENCo post for an extensive period and is a qualified teacher. We regularly invest time and money in training our staff to improve provision delivery and develop enhanced skills and knowledge of interventions. Staff meetings update staff on matters pertaining to special educational needs and disability.

* Our Special Needs Co-ordinator (SENCo) has been in post in this school for 6 years and is a qualified teacher.
* Support interventions for children with additional needs are planned by teachers and SENCo. These are monitored and evaluated at meetings involving teams of teaching assistants, class teachers and SENCo.
* The SENCo attends half-termly HELP locality meetings and any Local Authority training.
* The HELP locality partnership regularly plan training for SENCo’s, Teaching Assistants and Teachers such as Narrative Therapy and Every Child Counts Maths interventions.

1. **How will my child/young person be included in activities outside the classroom including school trips?**

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

* Colgate Primary School values activities outside the classroom and these are linked to many curriculum areas. All staff make every effort to include every child in all extracurricular activities and school trips.
* Risk assessments will take into account the needs of pupils with an identified SEN or additional need.
* Parents may be asked to meet with school staff to plan appropriate support where necessary.

1. **How accessible is the setting/school environment?**

Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all out learners.

* The main school buildings and Key Stage 1 classrooms are fully wheelchair accessible.
* Consideration would be given to the need for any additional facilities to be installed should the need arise.
* Where parents /carers first language is not English, the school may be able to access support with translation from the local community or Local Authority.

1. **How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?**

We have a considered transition and induction programme in place for welcoming new learners to our setting. We have very good relationships with any feeder settings as well as settings children/young people move onto.

* Individual pupils can have a ‘passport’ or ‘profile’ which informs temporary / new staff about their individual needs.
* The SENCo (if necessary) and class teachers will work with parents as well as visiting pre-school or new school settings when children transfer into and out of school.
* A comprehensive transition programme is in place for secondary transfer and includes visits and a support programme.
* When pupils transfer to new school settings all pupil information is passed on efficiently.

1. **How are the setting’s / school’s resources allocated and matched to children’s/young people’s special educational needs?**

Budgets are closely monitored and aligned to the school improvement plan of the school.

* At present Colgate Primary School receives funding to support children with SEN. The school’s budget is used to provide the wide range of support outlined above. Your child will have access to this support according to their needs. Support for pupils with the highest level of need will be outlined in Statements of Special Educational Needs or Education Health Care Plans.
* For those with lower levels of need information from parents, other professionals and school staff will be used to plan support, which will be paid for by the school.
* SEND arrangements are a regularly discussed at Governor Meetings.

1. **How is the decision made about what type and how much support my child/young person will receive?**

Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo and Headteacher oversee all additional support and regularly share updates with the SEN Governor.

* There are termly staff sessions, as well as regular conversations, about quality teaching in classrooms.
* Progress meetings are held at least termly with class teacher, support staff and SENCo. These meetings will identify individual needs and review the effectiveness of any support in place.
* Learning outcomes and the details of the intervention are recorded and monitored by class teacher and SENCo. Class teachers monitor the effectiveness of support on a day to day basis. Parents are informed if support is in place.
* The Headteacher updates the Governors every term on school provision for pupils with SEND.

1. **How are parents involved in the setting /school?**

How can I be involved? We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person’s learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute though a number of means. Our Governing Body includes Parent Governors/representatives.

* At the start and end of each day parents will be able to access the teacher on the playground.
* There is as active PTA involved in the life of the school.
* There is Parent/Governor representation.

1. **What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?**

In addition to our notice board and updating our staff regularly, we have named person who will support family’s access services through the Local Offer. An appointment with this person and the SENCo jointly can be obtained by contacting your child’s class teacher in the first instance.

* Initially, parents should contact their child’s class teacher to discuss any concerns. General information is placed on school noticeboard and on a display in Reception area. Information pertaining to additional needs is also posted on the school website and in newsletters.
* The SENCo and Head Teacher will have information about all children with SEN or additional needs and are available to meet with parents.
* The SENCo is available to meet with parents by appointment on Thursdays and has information about an extensive range of services available to support families.
* To ensure the best possible provision and support for children we like to include parents and staff working together in partnership. Communication between our school and parents is vital and we value your opinions and aim to address your concerns.

[For further information about children and young people with Special Educational Needs and Disabilities in the Horsham area, have a look on this website:](http://compass-support.org/index.html)

[**http://compass-support.org/index.html**](http://compass-support.org/index.html)

The West Sussex Local offer can be found at: <https://westsussex.local-offer.org/>

Authorised as SEN policy

SIGNED:

HEAD TEACHER:

DATE:

CHAIR OF GOVERNORS:

DATE:

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