

Local Offer Clarborough Primary School: Special Educational Needs Information Report Regulations

The local offer is made by Clarborough Primary School and should be considered in conjunction with the school's Special Educational Needs and Disabilities (SEND) Policy, a copy of which is available on this website.

1. What kind of special educational needs does the school make provision for?

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our staff team at Clarborough have experience in meeting the needs of pupils with a range of special educational needs. This includes: dyspraxia, dyslexia, specific learning difficulties, co-ordination difficulties, speech and language issues, ADHD, ASD as well as pupils with physical, behavioural and emotional needs.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Our staff are committed to getting to know your child as an individual. We closely monitor pupils' educational, physical and emotional progress; this helps us to identify any issues we need to discuss with parents/carers quickly. Parents are invited to make an appointment with the Headteacher, Assistant Headteacher, Class Teacher, Teaching Assistants (TAs) or Special Needs Co-ordinator (SENCo) if they are concerned that their child has special educational needs. As a result of this meeting we may require the involvement of other agencies. We will seek your permission if together we agree for their assessment. These steps will be planned with you.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

Teachers evaluate the progress of pupils with educational needs at half termly progress meetings. They may write Individual Support Plans (ISPs) based on consultation with all stakeholders including the child as appropriate. Children will be involved in this process to ensure their point of view is considered. Meetings with parents/carers and pupils take place termly (or more often as appropriate). Where interventions are provided, their impact is tracked.

b) How will both the school and I know how my child/young person is doing and how will the school/setting help me to support their learning?

We follow the "Assess, Plan, Do, Review" model when addressing special educational needs. Children and parents/carers are involved at every step, whether it be setting targets or celebrating success. Class Teachers will always offer guidance to help parents/carers to support their children.

c) What is the school's approach to teaching pupils with special educational needs?

At Clarborough Primary School we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn without fear of criticism. We value the strengths of all pupils, whilst enabling each child to achieve his or her full potential. We aim to equip our children with all the basic skills necessary for adult life, whilst identifying and supporting children who have special educational needs or disabilities.

d) How will the curriculum and learning be matched to my child's needs?

We include all our children in all areas of the curriculum. The Class Teacher will make initial assessments and adjust teaching in the light of these assessments. Work and targets will be differentiated appropriately. The SENCo and TAs may be involved as appropriate.

e) How are decisions made about the type and amount of support my child will receive?

Decisions about how your child might be supported are made by the Class Teacher, Senior Leadership Team (SLT), or SENCo. To help us to make these decisions we seek advice from termly Springboard meetings with SENCos from other schools in the family, from the family SENCo and from outside agencies

f) How will my child be included in activities outside the classroom, including school trips?

We always strive to include all children in all school activities. Every reasonable effort will be made to support children to access the curriculum. Needs are considered at the planning stage, and out of school trips may require pre-visit to consider any specific needs, including those of children with special educational needs. This may require the deployment of staff, volunteers or by inviting parents/carers to help.

g) What support will there be for my child's overall well-being?

We have members of staff who are skilled at mentoring children with a range of educational, emotional and physical needs. If these staff need more support in meeting your child's needs we can call on the expertise of outside agencies eg Educational Psychologist, School Nurse, Occupational Therapist, Speech and Language Therapist etc.

4. *Who is the school's SENCo and what are their contact details?*

Our SENCo is Miss Green; she can be contacted through the school office.

5. *a) What training have staff supporting special educational needs had and what is planned?*

Our school operates training programmes as appropriate for the needs of staff and pupils. The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development.

Training attended by our staff includes:

- Bereavement counselling
- Selective Mutism

- Supporting children who need help with personal care
- Interventions to accelerate progress in literacy and maths skills
- Delivering speech and language programmes
- The use of ICT

In addition, training is planned for working with Clicker 6

b) What specialist services and expertise are available or accessed by the setting/school?

The following services and expertise will be considered:

SEND Policy and Provision

co-ordinates a range of services which support children and young people with SEND to achieve their full educational potential. This includes the provision of specialist advice and support to children, families and schools.

The service consists of a number of specialist teams, providing specific areas of support. Contact with the support services is usually initiated by schools, or by referral arising from a professional assessment of a child's special educational needs, for example, springboard meetings.

Statutory Assessment and Placements

(From September 2013 to be known as Education Health and Care Plan team.) Coordinates the statutory assessment process and, where appropriate, the placement of children in specialist provision.

Contact the SEND Casework Support Team:

tel: 0115 977 3779

e-mail:

casework.teamleader@nottsgov.uk

Schools and Families Specialist Services

Specialist teachers and teaching assistants work with children and young people with a range of complex SEND from birth to nineteen years in homes, early years settings and schools. Providing specialist assessments and interventions, including services for children and young people who are deaf, visually impaired, autistic and have cognitive learning difficulties

Contact Ruth Hardy:

tel: 01623 433334

e-mail: ruth.hardy@nottsgov.uk

Education Psychology Services

Enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development

Contact Chris Brett

tel: 01623 433317

e-mail: chris.brett@nottsgov.uk

PSED

Specialist teachers and teaching assistants provide advice and support to schools and to partnerships of schools with regard to the social and emotional needs of children aged 3 to 11 years. The service aims to secure and strengthen the school places of the primary aged children with the most severe and complex emotional and social needs; where such children are without a school place, the team has responsibility for ensuring that they have access to appropriate education.

Contact Jane Cartledge

tel: 01623 433317

e-mail: jane.cartledge@nottsccl.gov.uk

SEND Commissioning

Commissioning of appropriate, cost-effective specialist educational placements for pupils with SEND. The management and distribution of a range of funding to schools to facilitate the appropriate support for children and young people with SEND.

Contact Alison Holloway:

tel: 0115 9772558

e-mail: Alison.holloway@nottsccl.gov.uk

Parent Partnership Service

The Parent Partnership Service offers impartial information, support and advice to children and young people, their parents and carers, to enable them to make informed decisions about their child or young person's education.

Contact Edwina Cosgrove:

tel: 0115 9482888

e-mail: enquiries@ppsnotts.org.uk

Physical Disability Support Service

Provides specialist advice to schools to promote the inclusion of pupils with complex physical or medical needs.

Contact Mark Dengel:

tel: 01623 792857

e-mail: pdss@fountaindale.notts.sch.uk

Health Related Education Service

Supports children who are unable to attend school for health related reasons, including:

- Pregnant school age learners and school age mothers
- Learners in hospital receiving treatment
- Children who are too ill to attend school

North

For the north of the county contact Maureen Sully

tel: 01623 799157

e-mail: msully@fountaindale.notts.sch.uk

South

For the south of the county contact Jill Priddle:

e-mail: jpriddle@fountaindale.notts.sch.uk

Managing Actual or Potential Aggression (MAPA)

Specialist advice, training and support around the use of reasonable force and physical interventions within schools and associated settings.

Contact Matt Rooney or Jon Glover

tel: 01623 797193

e-mail: physical.intervention@nottsc.gov.uk

Anti-bullying

Support and advice to schools in respect of the anti-bullying policy and strategies.

Contact Lorna Naylor

tel: 01623 797193

e-mail: lorna.naylor@nottsc.gov.uk

6. *How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?*

The SENCo will ask for guidance in securing any specialist equipment your child might need. This might include toileting equipment, laptops, spell checkers etc. This may be funded by school, or by outside agencies as appropriate.

7. *What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?*

You are the person who knows your child best. We will invite you to an initial meeting to discuss your child's needs; this will give you the opportunity to share your knowledge with school staff. You and your child will take full part in the setting of any targets. You will be invited to review meetings every term (or more often, if appropriate). Ongoing concerns may be discussed with your child's Class Teacher.

8. *What are the arrangements for consulting children with SEN and involving them in their education?*

We involve all our children in setting targets, considering how successful they have been, and assessing their own success.

9. *What do I do if I have a concern or complaint about the SEN provision made by the school?*

We would ask you to always make an appointment to see an appropriate member of staff if you have any concerns or complaints. We will listen to your concerns and seek a way of addressing them.

10. *How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?*

We work alongside health, social care, local authority support services and voluntary organisations and are proactive in seeking out other means of support for our children with additional needs.

11. *How does the school seek to signpost organisations, services etc who can provide additional support to children, parents and carers?*

We provide information about other organisations etc through the SENco and teaching staff.

12. *How will the school prepare my child to:*

- i) *Join the school?*
- ii) *Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?*
- iii) *Prepare for adulthood and independent living?*

We invite you to visit our school to meet our staff and take a look around our school. We will discuss with you how best to handle joining the school for your child. At times of transition we enable extra visits and liaise with staff from other school settings to provide opportunities for you and your child to make an easy transition.

13. *Where can I access further information?*

Please take a look at our school website for further information, or phone the school office for an appointment to visit the school.