

JENNETT'S PARK CE PRIMARY SCHOOL LOCAL OFFER

25-26



Schools' Local Offer

Contents

Table of Contents

Overall	4
Our School Ethos	4
Our Inclusive Practice	6
Identification of Special Educational Needs and Disabilities (SEND)	7
1.1: How does the school identify those young people with special educational needs and disabilities?	7
1.2 What should I do if I think my child has SEND?	7
2. Support for young people with special educational needs	7
2.1 If my child is identified as having SEND, who will oversee and plan their education programme?	7
2.2 How will I be informed / consulted about the ways in which my child is being supported?	7
2.3 How will the school balance my child's need for support with developing their independence?	8
2.4 How will the school match / differentiate the curriculum for my child's needs?	8
2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?	8
2.6 What additional staffing does the school provide from its own budget for children with SEND?	8
2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?	8
Currently, the following interventions are available to pupils as appropriate:	8
2.8 What resources and equipment does the school provide for children with SEND?	9
2.9 What special arrangements can be made for my child when taking examinations?	9
3. The child/ young person's progress	9
3.1 How will the school monitor my child's progress and how will I be involved in this?	9
3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved? ...	9
3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?	9
3.4 What arrangements does the school have for regular home to school contact?	10
3.5 How can I help support my child's learning?	10
3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?	10
3.7 How will my child's views be sought about the help they are getting and the progress they are making?	10
4. Supporting the young person's wellbeing	11
4.1 What support is available to promote the emotional and social development of children with SEND?	11
4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?	11
4.3 What medical support is available in the school for children with SEND?	11
4.4 How does the school manage the administration of medicines?	11
4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc ?	11
5. Specialist services and expertise available at or accessed at the school	12

5.1 What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?	12
Most commonly we gain support from services such as	12
5.2 What should I do if I think my child needs support from one of these services?	12
5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?	12
5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?	12
6. Training of school staff in special needs	12
6.1 What SEND training is provided for all school staff?	12
6.2 Do teachers have any specific qualifications in SEND?	12
6.1: What SEND training is provided to teaching staff?	13
6.2: What SEND training is provided to support staff?	13
6.3: Do teachers have any specific qualifications in SEND?	13
6.4: Do learning support assistants or other staff have any specific qualifications in SEND?	13
7. Activities outside the school including trips	13
7.1 How do you ensure children with SEND can be included in out of school activities and trips?	13
7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?	13
8. How accessible is the school environment?	14
8.1 How accessible is the building for children with mobility difficulties / wheelchair users?	14
8.2 Have adaptations / improvements been made to the auditory and visual environment?	14
8.3 Are there accessible changing and toilet facilities?	14
8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?	14
8.5 How does the school communicate with parents / carers who have a disability?	14
8.6 How does the school communicate with parents / carers whose first language is not English?	14
9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life	15
9.1 What preparation will there be for both the school and my child before he or she joins the school?	15
9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?	15
9.3 How will my child be prepared to move on to his or her next school?	15
9.4 How will you support a new school to prepare for my child?	15
9.5 What information will be provided to my child's new school/college?	15
10. Who can parents contact to discuss a young person?	16
10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?	16
10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)	16
10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?	16
10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?	16
Provision ordinarily available for students without an EHC Plan	18
Universal Provision:	18
Targeted provision:	18
Specialist Support and Individualised provision for a few Learners	18
Provision to support Language and	19
Provision to support Cognition and	20

Learning Needs.....	20
Provision to support social and emotional needs	21
Provision to meet physical and sensory needs	22

Overall

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

Jennett's Park CE Primary School's Local Offer, in conjunction with the school's Special Educational Needs and Disabilities (SEND) Policy, outlines the provision made by the school to ensure that all those pupils who have a special educational need have their needs met and the two documents serve as the school's SEND Information Report. They comply with the statutory requirement laid out in the *2014 Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years*, and have been written with reference to the following guidance and documents:

- ☐ Equality Act 2010: guidance for schools (DfE, Feb 2013)
- ☐ SEND Code of Practice: 0-25 (DfE & DfH, Sept 2014)
- ☐ Special Educational Needs and Disabilities Regulations (2014)
- ☐ Statutory Guidance on Support pupils at school with medical conditions (December 2015)
- ☐ SEND policy Bonitas Trust
- ☐ Safeguarding and Child Protection Policy (Jennett's Park CE Primary School)
- ☐ Transition Policy (Jennett's Park CE Primary School)
- ☐ Behaviour Policy (Jennett's Park CE Primary School)
- ☐ Anti-Bullying Policy (Jennett's Park CE Primary School)
- ☐ Admissions Policy (Jennett's Park CE Primary School)

Our School Ethos

Jennett's Park C of E Primary School is a mainstream primary school, including nursery, located in the centre of Jennett's Park Estate. The school opened in September 2011 and has expanded to a two form entry school.

At Jennett's Park CE Primary School, we are proud of our distinctive ethos and our caring atmosphere, where everyone is encouraged to feel part of a strong family, all working together to meet the needs of all our children. We hope that your child will grow into a well-rounded, happy and curious learner in an environment where they feel safe and well supported.

As a Church school, we aim to serve our local community, which continues to grow and develop. Underpinning our work are the Christian values of love, compassion, gentleness, friendship, kindness, joy and self-control.

We aim here at Jennett's Park CE Primary School to ensure we live out our vision:

Empowering our children to flourish and achieve under God's love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10)

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment, God would enable Noah and the people of the earth to flourish and experience

life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so We must seek strength within ourselves and from God to achieve.

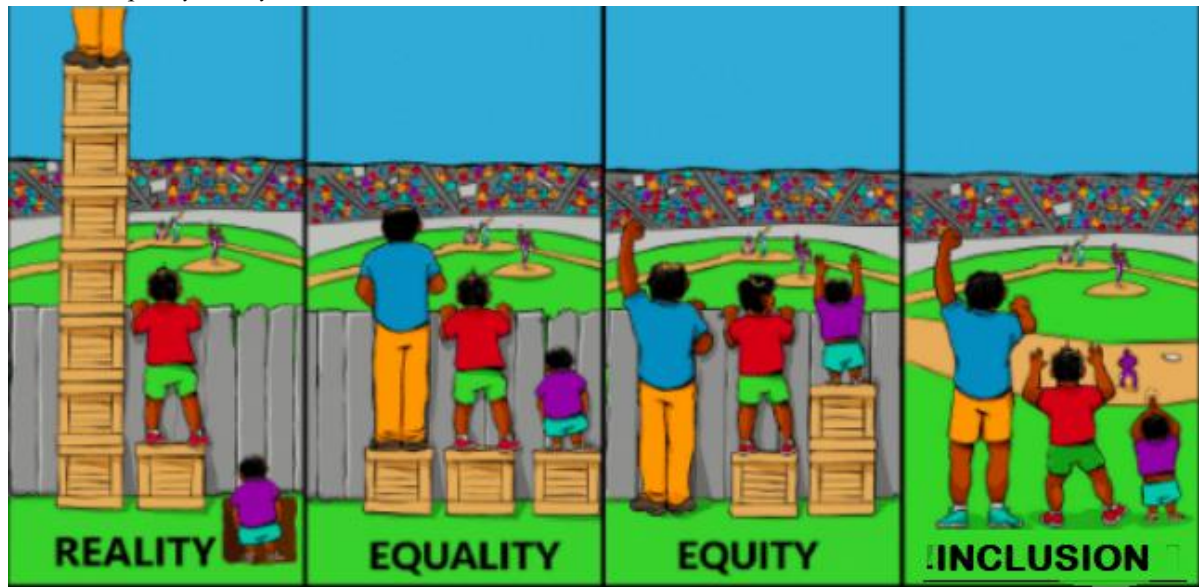
All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as heart of the local community.

These are our Promises to keep to our children to be able to serve the common good with our work as part of the Church of England. By following our Promises we know our curriculum suits local needs.

At Jennett's Park we are:	Our Promises:
Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Our Inclusive Practice

We understand there is not a level playing field in life and we do all we can to overcome adverse factors that could inhibit lifelong progress and achievement. We wish to blast down any barriers and raise people up. See our Equality Policy for more details.



The overall effectiveness of SEND provision across the school is assessed in a variety of ways. The SENDco is responsible for ensuring that the class teacher matches and delivers the correct provision to each SEND child. It is considered that SEND provision is effective when the progress of pupils with SEND is accelerated, so that the gap in attainment between them and their peers is becoming narrower. It is however also acknowledged that every pupil has unique needs and that progress may not always be comparable between pupils. Regular review of individual pupils' targets and progress is therefore integral to evaluating the effectiveness of provision for each individual child with SEND. The effectiveness of individual's interventions is evaluated by the SENDco and class teachers, using a range of assessment tools and staff and pupil consultation.

Half termly progress meetings between class teachers and the Senior Leadership team and/or SENDco as well as liaison meetings between the SENDCO and the Senior Leadership Team also evaluate the effectiveness of SEND provision. The SEND Governor monitors the progress of pupils with SEND as a group by regular meetings with the SENDCO. Additionally, the SENDCO reports progress to the Governing Body at agreed intervals throughout the year. The child is also consulted as to whether they feel they have made progress and if they are happy and confident with what is in place for them.

If your child has an EHCP, a review will be held annually to look at the progress made against the identified needs of your child. This will also look at the effectiveness of your child's SEND provision.

Parents and carers of pupils with SEND are invited to contribute their views on the quality of their child's provision through whole school parent consultations and questionnaires. Any additional contributions can be made through the SENDco, head teacher or governing body and are warmly welcomed.

Identification of Special Educational Needs and Disabilities (SEND)

1.1: How does the school identify those young people with special educational needs and disabilities?

All staff are responsible for identifying pupils with SEND and, in collaboration with the SENDco, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision, including all aspects of a child's learning and development.

Pupil progress is discussed each half term at Pupil Progress Meetings between teaching staff and members of the Senior Leadership Team, in collaboration with the school's SENDco. Pupil progress is recorded every half term on a tracking system. Areas of development that are not incorporated in the tracking system, such as speech and language, emotional and social development, are focus areas for discussion at Pupil Progress Meetings to ensure that an understanding of the whole child is central to the design of provision to meet their needs.

Once pupils are identified as having SEND, or there are concerns that they might, their individual progress is analysed by the SENDco who may use further diagnostic tests and observations as part of the Graduated Approach. Where concerns are identified, the SENDco will discuss this with the Senior Leadership Team and changes needed in relation to the child's current provision will be considered and implemented, including possible referrals to outside specialist agencies.

1.2 What should I do if I think my child has SEND?

Talk initially to your child's class teacher, sharing your concerns and agreeing relevant actions. Plan to meet again with the class teacher at an agreed later date to revisit your concerns and discuss any progress that has been made. If there has been little improvement or you still have concerns then the class teacher will refer you to our school's SENDco.

2. Support for young people with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

The class teacher, with the support of the SENDco, will plan your child's educational programme through the use of individual targets and action plans. Targets will consider your child's individual needs and will focus on supporting your child through small personalised steps.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

You will have the opportunity to meet with your child's class teacher each term at a parent consultation, dates of which will be shared on the school calendar. Should you have further questions or concerns, the SENDco is available for a targeted meeting or direct email. If required, you can meet with your child's class teacher termly in order to discuss their learning plan for your child. The learning plan will set out specific aims for your child in relation to their areas of SEND, short term targets for that term and any new actions required by home and school in order to achieve those targets.

If your child has an Education Health Care Plan (EHCP) a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved in your child's care will be invited to attend this meeting.

In addition, should you have any concerns or questions throughout the year you are welcome to arrange an appointment with your child's class teacher or the school SENDco.

2.3 How will the school balance my child's need for support with developing their independence?

We will review termly how the interventions and support your child receives impacts on their progress. It is important to us that your child develops their independence and that they are as best prepared as possible for the next phase in their education. Support that prioritises the child within the classroom activities will be prioritised. It is important to facilitate your child through a range of support methods (e.g. group work, 1:1 support, in-class resources and peer support). Where appropriate, your child may be given an individual personal target to promote their independence skills.

2.4 How will the school match / differentiate the curriculum for my child's needs?

Careful monitoring through teacher assessments and pupil progress meetings will help the school to adapt the curriculum to suit your child's needs. Each teacher differentiates their class curriculum to meet the needs of the children they teach with the aim of developing independence and optimising your child's success at whichever level they are working. Where your child's individual targets are not being fully met within the wider class curriculum, additional interventions may be devised and implemented, where necessary with support from external agencies such as Speech and Language Therapist (SALT) and the Educational Psychologist (EPS) who further advise and support us to differentiate the learning for your child. Your child's individual targets may identify activities that your child may need to practise at home e.g. reading, sensory circuits etc.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

The teaching strategies the staff use have a multi-sensory approach. Every child is unique and has different needs even with a similar diagnosis. The teaching strategies we use are tailored to the child's needs and usually include adjustments in the classroom, extra adult focus and specific intervention opportunities. These needs may also change across the child's school life; therefore the teaching strategies used vary to support each individual child. Where necessary, additional resources can be used to help support your child through a school day. Staff are advised by specialist services such as ASSC, BST and the Sensory Consortium.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

Our school benefits from skilled learning support assistants whose work is carefully planned to support the learning of all pupils, but with a particular focus on our most vulnerable learners. Where necessary, staff are provided with additional training to enable them to best meet the needs of such learners. The school also employs a SENDco across EYFS/KS1 and KS2 to support children with identified needs who have further experience in supporting learners with additional needs. The strategic use of adult resources across the school is prioritised based on pupils' needs and regularly reviewed by the Senior Leadership Team.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

The school's provision for pupils with SEND is regularly reviewed and informed by pupils' areas of need and their progress against individual targets set and National Curriculum expectations. As such, the range of interventions used is constantly evolving in response. The introduction of new interventions is always informed by prior evidence of impact, in other schools and/or in available research, and supported through staff training. The majority of children's learning and development needs are met through adjusted teaching and support strategies within the classroom, informed if necessary by advice from specialist outside agencies.

Currently, the following interventions are available to pupils as appropriate:

- ☐ One to One and Small Group Read Write Inc – structured phonics teaching
- ☐ ABC to read –greater fluency and comprehension
- ☐ Five Minute Box- A multi-sensory system for the teaching of early literacy skills, phonics and writing.
- ☐ Number Sense – development number knowledge and calculation skills
- ☐ Numicon - – development number knowledge and calculation skills
- ☐ One to One and/or group Speech and Language Therapy

- ☐ One to One and/or group Occupational and/or Physiotherapy
- ☐ Self Esteem Groups
- ☐ MHST Getting help team
- ☐ Hamish and Milo- BESD
- ☐ Colourful Semantics
- ☐ ELSA
- ☐ Use of small intervention for targeted time in the sanctuary
- ☐ Individual tuition
- ☐ One to one and/or group social skills and friendship development

2.8 What resources and equipment does the school provide for children with SEND?

The school has the resources and equipment typically found in a mainstream school and staff are able to use their professional experience, with support from the SENDco, to select and use existing resources effectively and creatively to support all learners. Where necessary, the school will seek advice regarding resources for individual children with SEND from external professionals. The school will then aim to provide these resources from the SEND budget where possible. For example specific exercises or sensory toys and grips or coloured overlays for reading etc.

2.9 What special arrangements can be made for my child when taking examinations?

Where necessary children with SEND may be eligible for additional time, resources or support for examinations. In some cases, they could be 'disapplied' from statutory testing with agreement from school and parents. Applications for this provision will be made by the school with consideration of the pupil's individual needs.

3. The child/ young person's progress.

3.1 How will the school monitor my child's progress and how will I be involved in this?

All children including those with SEND will be assessed half termly and their progress carefully monitored. Progress is discussed at half termly pupil progress meetings between teaching staff and members of the Senior Leadership Team, in consultation with the school SENDco.

You will have the opportunity to discuss your child's progress at parent consultations: SEN parents are offered 3 x slightly longer parents consultation with class teachers per year but more may be offered in the pathway to EHCP.

If your child has an EHCP, a review will be held annually to look at the progress made against the identified needs of your child. All the professionals involved with your child's care will be invited to attend this meeting.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Longer term targets for your child will be reviewed and set by the class teacher with support from the SENDco. Termly targets can be agreed between you and your child's teacher, and with your child's involvement, dependent upon their age and ability.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

The class teacher will update you more regularly on how your child is progressing, if this is requested. The Family Support Worker can also contact you regularly to help read and explain documents.

If your child has an Education Health Care Plan (EHCP) a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved in your child's care

will be invited to attend this meeting. In addition, should you have any concerns or questions throughout the year you are welcome to arrange an appointment with your child's class teacher or the school SENDco.

3.4 What arrangements does the school have for regular home to school contact?

When appropriate, there are various possible strategies for regular contact to be set up, tailored to the needs of each child and family such as: home school communication books, email updates and thumbs up/ down at the classroom door. At Jennett's Park we encourage all children and adults to feel part of a family all working together to meet the needs of every child. Therefore, we will strive to promote parents' and carers' involvement in their child's learning and development and fully understand the positive impact this has for children. You may also arrange to meet with our Family Support Worker or Wellbeing champion who can provide additional support and guidance.

3.5 How can I help support my child's learning?

Parents and class teachers clearly communicate regarding children's targets and any action plans every term, which will include activities and practice tasks. If you would like further advice or more activities, please discuss this with your child's class teacher. All children are expected to read daily at home and opportunities for home learning are provided every week. Termly editions of Curriculum News also include suggestions for parents to support on-going learning. Weekly newsletters keep parents up to date with any whole school matters.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

The Family Support Worker is available to support all parents of children in the school and will recommend parents groups or training available in the local area. The SENDco is also available to support parents in understanding their child's needs and learning and will facilitate meetings between specialist support services and parents when necessary. Where a common need amongst parents is identified, the school will consider providing targeting training or learning events for relevant groups of parents. Informal coffee mornings may also be held within the school day regarding specific topics.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

At Jennett's Park Primary it is expected that all children work towards being independent and where they have the ability to, become self-evaluative learners and, as a result, pupils are encouraged to evaluate their learning against targets. Teachers and learning support assistants will share individual targets with pupils with SEND and they will be given the opportunity to reflect on whether or not they have met their targets. If your child has an EHCP, your child's views will be sought prior to their Annual Review

4. Supporting the young person's wellbeing

4.1 What support is available to promote the emotional and social development of children with SEND?

As a Church Aided school, Jennett's Park CE Primary nurtures a strong ethos of love and family in which we all work together to support one another. This ethos is a strong foundation on which to base the provision for all pupils but in particular those facing emotional and social challenges. Where appropriate, staff will work with children who have social, emotional and behavioural needs. Approaches to doing so may include SALT social groups or self-esteem, emotional and friendship groups, or provision of specialist counselling or therapy. The school employ a Family Support Worker to support families. Lunchtime support is also focused on developing social skills with the support of pupil play activities.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Where necessary an adapted or individual curriculum programme can be provided for children through individual behaviour plans. Children will be coached, mentored and taught how to behave and react to different situations and manage conflict. Teachers are taught de-escalation techniques and calming time or change of face may be offered where appropriate. Support may be requested from the Behaviour Support Team (BST). Suspension is always a last resort. Please see our behaviour management policy which provides further details.

4.3 What medical support is available in the school for children with SEND?

Many of the staff are qualified first aiders. There will always be a qualified first aider on site. Where appropriate, care plans are agreed with the school nurse/specialist nurse and are put into place for children with additional medical needs. Where possible, necessary training will be arranged for staff in order to meet specific medical needs as advised by medical professionals. Please see our medicines policy.

4.4 How does the school manage the administration of medicines?

The school follows the administrations of medicines policy which is in line with the local authority's statutory guidance (please see medicines policy). Risk assessments will always be carried out to ensure that the safety of the child is priority.

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc ?

Please see our Policy for Intimate Care. If a child requires personal/intimate care we would consult with the child's parents/school nurse, and agreed plans are implemented.

5. Specialist services and expertise available at or accessed at the school.

5.1 What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

As a school, we request support from professionals in relation to the individual's needs.

Most commonly we gain support from services such as

- Child Development Centre
- Autism Support Team
- NHS Speech and Language Therapy
- NHS Occupational Therapy
- Support For Learning
- Sensory Consortium
- Educational Psychology

5.2 What should I do if I think my child needs support from one of these services?

As a first point of call, speak to your child's class teacher who will review your request in consultation with the SENDco. The SENDco may then refer your child to a service. Parental consent will always be sought before making a referral.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

The above services will assess children based on referrals which will be completed in consultation with a child's parents or carers. The professionals may then set a programme or suggest actions for the school to implement. The school will always endeavour to promptly respond to suggestions made and these recommendations will directly inform your child's provision.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Consult your child's class teacher who will forward your concern to the SENDco. The SENDco will be able to make a referral if it is agreed as necessary and your consent and contributions will be required as part of the referral. You may also choose to access one of these services through consultation with your child's GP.

6. Training of school staff in special needs

6.1 What SEND training is provided for all school staff?

All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND. Regular updates in regards to specific SEND are revisited on a continual basis with the support of the SENDCO. The support staff team also meet fortnightly to communicate any new developments.

6.2 Do teachers have any specific qualifications in SEND?

The SENDCO in school holds a Post Graduate Certificate in Education, and has completed a masters in the National Award for Special Educational Needs Coordination. Key members of staff have undertaken specific training for intervention programmes, eg. Numicon, Read Write Inc, Number sense, Better Reading Partnership, Words first. All teachers undertake SEN training as part of their qualification.

6.1: What SEND training is provided to teaching staff?

- National College access for online training around specific interests and children's needs. (This is tailored to role, year group and class needs and varies across the school as to online training completed)
- Positive Handling training

6.2: What SEND training is provided to support staff?

- Numicon
- RWI
- National College access for online training around specific interests and children's needs. (This is tailored to role, year group and class needs and varies across the school as to online training completed)
- Positive Handling training via Dynamis
- Autism Specialist Assistant training offered to individuals with interest
- Mental Health First Aid
- ELSA training offered to individuals with interest

All teachers undertake SEN training as part of their qualification.

6.3: Do teachers have any specific qualifications in SEND?

A class teacher has completed the NPQSENCo

6.4: Do learning support assistants or other staff have any specific qualifications in SEND?

We have an LSA who is a qualified ASA- Autism Support

We have a fully qualified ELSA

We have a number of Mental Health First Aiders

7. Activities outside the school including trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

Activities and trips are an important part of all children's education. We would make a risk assessment for any children with SEND to ensure that we have appropriate safeguards in place. Discussions with parents/carers will help us to ensure SEND children can be included in activities and trips.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

We value the parent/carers involvement in planning the support required for their children to take part in activities and trips. Parents will be sent letters and asked to return permission slips for their children to attend activities and trips. Where necessary, the class teacher or the SENDco will discuss the needs of the SEND children with parents\carers to ensure appropriate support is provided.

8. How accessible is the school environment?

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

Having been newly built for opening in 2011, our school building is designed and built within the guidelines of the DDA (Disability Discrimination Act). Please also see our Accessibility Plan.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

We are able to print work in large print for visually impaired students and wear a Radio aid for supporting those with a hearing aid while remaining mobile around the school. If there are any specific needs, we will look at modifying the environment at that point in time. The Sensory Consortium will regularly visit our children with auditory and visual impairment and would advise the school on and adjustments necessary to support these children.

8.3 Are there accessible changing and toilet facilities?

We have three disabled toilets in the school. We do not have changing facilities within the school.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

Any potential barriers to access or inclusion that children with SEND may come across will be identified through parent and pupil consultation, review meetings and advice from specialist professionals. The school will take reasonable action to plan and implement strategies to support the child in overcoming these barriers, within the limitations of its budget and resources.

8.5 How does the school communicate with parents / carers who have a disability?

We endeavour to communicate in whichever means is accessible to the parent/carer.

Parents are encouraged to attend termly parent consultations with their class teacher and meetings with the SENDco where they can discuss SEND provision in person and contribute towards any plans for their child.

If your child has an EHCP a review will be held annually to look at the progress made against the identified needs of your child.

The school's Family Support Worker is also available to support parents/carers and families.

8.6 How does the school communicate with parents / carers whose first language is not English?

Where possible, the school will ask for translators to be present at meeting with parents/ carers. The Local Authority (BFC) also provides a number of educational leaflets and advice in various languages (please visit <http://www.bracknell-forest.gov.uk/languages>). We endeavour to communicate in whichever means is accessible to the parent carer.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

We can arrange a staggered introduction to the school environment if it is required. If your child has a designated social worker, they might support your child's integration to the school. Where possible a transition plan would be agreed by parents, class teacher, SENDco and any other professionals involved and implemented for your child.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

As a primary school, your child will be familiar with the school buildings and staff. The school holds a transition day each year for children to meet their new class, class teacher and teaching assistant before the end of the Summer Term. We start targeted transition work in the middle of the Summer term with SEND children who may be vulnerable to change. This is planned carefully with the class teachers, SENDco and LSA's. We also ensure that a detailed handover of individual children's learning needs are carefully communicated to the next LSA. If necessary we will provide additional opportunities for you and your child to meet with your child's new teacher before they move on to the next stage of their education.

9.3 How will my child be prepared to move on to his or her next school?

Transition meetings are held between representatives from your child's current and next schools to ensure that information and advice is passed on to your child's new teacher. You can also request to meet with your child's new teacher, if you feel this will be beneficial.

If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENDco will be able to liaise with the new school/setting's SENDco to ensure a transition plan is in place for your child. Please see our Transition Policy.

9.4 How will you support a new school to prepare for my child?

Your child's individual targets, provision plan and SEND file will be provided to your child's new setting/school along with the usual information that will move with a child, e.g. school books, school reports, current attainment levels and assessment records.

9.5 What information will be provided to my child's new school/college?

If your child is moving to a new educational setting. All of their SEND information including learning plans and professional's reports will be passed on. Where possible, we welcome a phone conversation with the new school to discuss further any needs or questions they have regarding successful adaptations to provision for your child.

10. Who can parents contact to discuss a young person?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

They may need to meet with you several times, while consulting the SENDCo in the background.

You can ring or email the school to arrange an appointment with your class teacher. If you wish to discuss a specific SEND issue you can also contact the SENDco directly.

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

The school employs a Family Support Worker and ELSA.

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

Routes for accessing services outside the school can be discussed with the SENDco or Family Support Worker. You can make an appointment with either member of staff, or request a phone call, by contacting the school office or through your child's class teacher.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

Compliments and complaints can be made through the class teacher, SENDco, Headteacher, Deputy Headteacher or Governing Body. The SENDco sends out a yearly questionnaire for parents and carers to complete and welcomes feedback at any time. Contributions made by parents and carers in order to support the further development of the school are warmly welcomed.

Bracknell Forest Graduated Support Overview

UNIVERSAL OFFER FOR ALL PUPILS

Quality First Teaching and an inclusive learning environment

Funded within Element 1 - core offer for every pupil

Pupil's additional needs identified

SENCo becomes involved

Review after 1 cycle and deescalate if interventions are effective

TARGETED OFFER FOR SOME PUPILS / SEN SUPPORT

Targeted needs identified

Initiate My Support Arrangements

Focused intervention & low-level support to meet identified needs

Seek internal / external advice & support

Funded within Element 2 = school's own resources up to threshold of £6k

Specific Provision / Higher level support

Submit Children's Support Services Request for Involvement Form

May include outreach support from special schools

Consider application for SEND Intervention Funding (SIF)

Review after 2 cycles deescalate if successful and short-term needs are met

SPECIALIST OFFER FOR FEW PUPILS – EHC PLANS

Longer term needs identified consider request for EHCP

Gather evidence for EHC Assessment request

Request submitted to SEN

EHC Plan

Banding Matrix determines funding level

Increasing needs increasing support

Provision ordinarily available for students without an EHC Plan

For school-age students

The table below lists the support that Bracknell Forest Council expects to be available in schools for students without an EHC Plan.

	Universal Provision: Inclusive provision for all learners embedded in QFT	Targeted provision: Specific and short-term provision for individual & small groups of pupils with similar needs	Specialist Support and Individualised provision for a few Learners
General Provision	All adults have high expectations and seek to promote independence and self-care skills wherever possible. Students' individual progress is monitored through regular formative and summative assessment. Support is coordinated by the class teacher. There is regular communication between the home and school to discuss progress and support.	All adults have high expectations and seek to promote independence and self-care skills wherever possible. Students' individual progress is monitored through a pupil passport, individual education plan or SEND Support Arrangements. A Provision Map is in place following an Assess Plan Do review model. Support is coordinated by the school's Special Educational Needs Coordinator (SENCo) working together with class teacher(s). There is regular communication between the home and school to discuss progress and support. This happens at least three times per year.	All adults have high expectations and seek to promote independence and self-care skills wherever possible. Student's individual progress is monitored through a SEND Support Arrangements (or there will be plans in place to progress to one). A Provision Map is in place following an Assess Plan Do review model. Support is coordinated by the school's Special Educational Needs Coordinator (SENCo) working together with class teacher(s). There is regular communication between the home, school and external professionals to discuss progress and support. This happens at least three times per year.

Provision to support Language and Communication Needs	Speaking and listening skills are taught as part of a wider literacy curriculum.	Speaking and listening skills are taught as part of a wider literacy curriculum.	Appropriate advice is sought from a:
	Key vocabulary is introduced and explained as part of new learning. Spoken language is adapted to make sure all children can understand it.	Key vocabulary is pre-taught / provided on an individual or small group basis. Listening skills are actively developed through structured small group programmes of work.	• Speech and Language Therapist; • Specialist Teacher for autism and / or • Educational Psychologist Learning opportunities are adapted to incorporate highly differentiated work and,

	Different modes of communication are used in teaching (e.g. visual, auditory and kinaesthetic). There are opportunities to develop speaking and listening skills in a group. Refer to the CYPF online resource for advice: https://cypf.berkshirehealth.nhs.uk/supportand-advice/	Visual aids are used in a planned and structured way to help students access work. Language skills are actively developed through structured small group programmes of work. (E.g. Early Listening and Communication). https://cypf.berkshirehealth.nhs.uk/supportand-advice/ Adaptations are made to the timetable to allow students to access targeted support, where needed.	where appropriate, address targets agreed with an external professional. Individual or small group support is provided to help the student achieve targets agreed with an external professional. Schools to discuss their concerns regarding children and young people's language and communication needs with their core therapist prior to agreed referral to the Speech and Language Therapy Service.
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Provision to support Cognition and Learning Needs	Teaching and learning are planned based on regular assessment using the Assess Plan Do Review model. See SEND Code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Work is differentiated to meet the needs of different ability sets. Regular formative feedback is given to students through marking and verbally. A range of different teaching approaches and resources are used to ensure students can access learning. Minor adaptations are made to the teaching environment to cater for individual needs (e.g. a seating plan). Students are supported to understand new learning and remain on task. https://www.sendgateway.org.uk/download_the_graduated_approach.html	Targeted learning is provided within small groups (of up to six students) in lessons where students experience difficulty. Students have access to key information in advance of whole-class lessons and have the opportunity to revisit and revise learning, either individually or as part of a small group. Adaptations are made to daily routine and environment to accommodate individual needs (e.g. movement breaks / visual timetable / prompts and instruction sheets / use of multisensory approaches and materials). See Modelling sessions from Sfl http://can-do.bracknell-forest.gov.uk/Services/category/691	Appropriate advice is sought from a: • Specialist Learning Teacher • Educational Psychologist Learning opportunities are adapted to incorporate highly differentiated or alternative curriculum work and, where appropriate, address targets agreed with an external professional Direct individual or small group support is provided to help the student achieve targets agreed with an external professional. Referral for an assessment of Learning Skills from Sfl Request for direct teaching from Sfl to support individualised interventions. See SEN Support Tool kit, CPD, further advice available at http://can-do.bracknell-forest.gov.uk/Services/category/691
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Provision to support social and emotional needs	A whole-school PSHE Curriculum supports the social and emotional development of all students. A whole-school behaviour policy is applied consistently throughout the school. There are a range of different ways for students to share worries and concerns with adults in the school. Praise, rewards and encouragement are used throughout the school. Supervised recreational activities are provided. Support to help students make positive transitions (e.g. from one phase/year to another). A range of social activities are available, with supervision and support as required. A comprehensive PSHE curriculum is in place to help develop social skills.	Students have access to group interventions to develop social and emotional skills and/or social inclusion. Students receive regular and planned support from a key person, such as a Learning Mentor, skilled teacher or ELSA. Students can access a safe area in school and/or time out. Adults use pre-agreed and appropriate strategies to prevent and de-escalate conflicts, as detailed in the school's behaviour policy. A range of social activities are available, with supervision and support as required. A comprehensive / individualised / amended PSHE curriculum is in place to help develop social skills. Social skills are actively developed through structured small group programmes of work. For access to advice, guidance and training from the Behaviour Support Service: http://can-do.bracknellforest.gov.uk/Services/4894	Appropriate advice is sought from a: • Mental Health Professional; • Medical professional (e.g. paediatrician); • Specialist Teacher for autism and/or • Educational Psychologist / Behavioural Specialist Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional. Individual or small group support is provided to help the student achieve targets agreed with an external professional. For individual pupil referrals to BSS: http://can-do.bracknellforest.gov.uk/Services/4894
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Provision to meet physical and sensory needs	A whole school physical education programme is used and differentiated to meet students' individual needs. There is a whole school accessibility plan and risk assessment in place. All adults have awareness of students' physical and sensory needs (e.g. hand preference, use of	Adaptations to timetabling and room allocation to support students with mobility needs. Adaptations to the physical environment to support children with sensory impairments (such as an appropriate seating plan, lighting, improvements to the listening environment, guided by individual need).	Appropriate advice is sought from a: • Health / medical professional; • A Qualified Teacher of the Deaf or • A Qualified Teacher of the Vision Impaired • A Qualified Teacher of the Multi-sensory Impaired • Specialist Teacher for autism
	glasses, sensory sensitivities, impact on learning and accessing the curriculum) Minor adjustments are made to the learning environment to ensure it is accessible to students with sensory/physical impairment. To manage medication in line with the following guidance: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3 To manage hearing /vision/ multisensory impairment in line with the Berkshire Sensory Consortium Quality First Teaching documents http://berkshirescs-staging.btck.co.uk - Quality First Teaching	Adaptations to teaching resources (such as the use of enlarged print, use of subtitles). Environmental audits are undertaken in support of individual needs, (e.g. light, sound, mobility) Arrangements to prepare students for a change to their usual routine (e.g. school trips). Support to develop the skills needed to access the curriculum (e.g. touch typing) The use of assistive technology and specialist equipment (such as radio aids, sound field equipment or low vision aids) to support learning where needed. • Advisory support from: • A Qualified Teacher of the Deaf or • A Qualified Teacher of the Vision Impaired • A Qualified Teacher of the Multi-sensory Impaired	Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional. Individual or small group support is provided to help the student achieve targets agreed with an external professional.