

Corporation Road Community Primary School

SEN Local Offer

1. How does the 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 (SEN)?

All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Senior Management Team within the school. Any concerns about a child are dealt with immediately, with the relevant professionals informed. Parents are able to discuss their child with either the class teacher, the Special Educational Needs Coordinator (SENCO) or the Senior Leadership Team.

2. How will the school staff support my child/young person?

Class teachers plan for every child within their class and children with special educational needs are given an additional Individual Support Plan (ISP) to meet their needs. This ISP is developed alongside the child. The plan has two or three key targets, which are small, measureable and relevant. The targets include strategies to support both parents, and staff within school who may work with the child. The plan also identifies any outside agencies who may be involved with the child. The child is able to identify areas he or she wants to work on through 'A Pupil Voice' and this is shared with parents/carers. ISPs are reviewed every term with the child and shared with parents. All correspondence about any child is passed on to the school's SENCO, who also monitors all ISPs termly. The school also has a designated School Governor who monitors SEN across the school. The school SENCO meets regularly with the Educational Psychologist, the school's mental health worker and the speech and language technician and any child needing support will be identified and referred to the relevant professionals who will support if necessary. If a child requires speech and language support / advice then school with the support of parents will put in a referral. School also has support from a speech and language technician each Wednesday.

3. How will the curriculum be matched to my child's/young person's needs?

Through 'Quality First Teaching,' Corporation Road Community Primary School provides a curriculum to meet the needs of all children. All lessons offer the challenge and support necessary for each child to learn, and where necessary differentiation occurs through the work set, questions asked or support given.

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

At the end of the school day all staff will hand the children over to their parents / carers. At this point you can discuss your child and also arrange an appointment to meet your child's class teacher or the SENCO. Pupil Progress meetings are held every term for you, alongside your child, to discuss their progress. In addition, children who are on the SEN register are given opportunities to discuss and review their ISP. Strategies are discussed at these meetings for parents/carers to support their child's learning and teachers are available to discuss any concerns or issues throughout the school week. All children are tracked using school's data tracking. Throughout the school year parents are invited to

join the children in the classroom to join in with lessons. These sessions will address specific areas of learning and in the past this has included reading, phonics and maths strategies.

5. What support will there be for my child's overall wellbeing?

Corporation Road Community Primary School ensures that all children are supported socially and pastorally by staff who know their children. School offers a wide range of activities both within school and the community to support their social and emotional development, such as residential trips, school visits, educational trips, links with the community and a range of cultural visits.

School has a medicine policy, which supports parents/carers with the management of their child's medication within school, and staff regularly undergo training in key areas such as asthma, diabetes and the use of EpiPens. If a child comes into school with a specific need, the school nurse will provide the relevant staff with training. The children will then have their own care plan. The school also has trained First Aiders within school and at least one will be present on any visit outside of school.

School has a behaviour policy, which is known, used and adhered to by all staff across the school. Exclusions are extremely rare and this is due to the high expectations school has of children's learning and behaviour and the support from parents/carers. Children who need specific support with their behaviour will be identified and support offered. This support will range from extra support in the classroom, to interventions and resources. Good behaviour is celebrated across school through in-class rewards to whole school trips and certificates.

Good attendance is celebrated across school and rewards range from a whole class certificate, to vouchers for local shops or and an end of year school trip. Parents are supported and school will send texts or ring home to query a child's non-attendance at school. School also has a delegated member of staff who will support school and parents with ensuring children attend school regularly and on time.

6. What specialist services and expertise are available at, or accessed by the school?

School employs staff trained to educate and care for children throughout their primary years. Staff are trained regularly in key areas of the curriculum, and also in identifying and supporting children with specific difficulties around learning, child development and social and emotional problems. School has direct access to a wide range of services, all of which can support both parents/carers and children. School employs Trevor Needham - Primary Mental Health and Liz Thompson - Speech and Language Technician. School also has access to Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), Early Years Outreach, Social Services, Low Incident Needs Service, Paediatricians and the school nurse.

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

All staff receive regular training from the health service around key medical issues that could arise for children. Individual staff are trained in First Aid and are strategically

placed around school. The SENCO attends Local Authority and key regional training, which is then shared with all staff. Identified staff are Team-Teach trained, which provides 'a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm.' (Team-Teach manual p.6.) The SENCO provides in-house training on developing ISPs and around specific requests from staff, or as necessary to support a particular child or group of children. Where necessary, specialist training is brought into the school. For example the Occupational Therapy Team can provide school with training around a range of ideas for practical support and advice relating to issues such as fine motor skills, and sensory or auditory problems.

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

Corporation Road Community Primary School is fully inclusive and all children attend all events and trips, and are encouraged to take part in all activities both within and outside of school. Where necessary, extra support will be provided to ensure full participation by all children. Parents /carers are fully informed as to the trips and activities open to every child. Many of the trips and educational visits are subsidised by the school to ensure that all children can access these extra-curricular activities.

9. How accessible is the school environment?

Corporation Road Community Primary School has wheelchair access at all points of entry. There are facilities for disabled changing and toilets that can accommodate wheelchairs and support individuals with a disability. The school has made improvements to update all children's toilets, a building now incorporates showers for both girls and boys and a shower to accommodate disabled pupils. The school now has new, lower ceilings, which promote a better auditory and visual environment in which to learn. Computer suites are accessible across school and the use of computers and iPads enables all children to have access to new technologies to support their learning. The school has a large number of children who have English as an Additional Language and all teachers are experienced in working with children who come from a range of cultural and religious backgrounds. School employs staff specifically to support children and their parents/carers who have English as an Additional Language. New starter packs have been developed for all pupils with English as an Additional language. Letters sent to parents/carers whose first language is not English can be translated into a number of different languages including Bengali and Polish. School now offers English classes to all parents/ carers every Wednesday morning.

10. How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

School encourages parents and children to visit the school and meet their new teacher prior to joining the school. A member of the Senior Management Team will either show the child and their parents / carers around school or be available to answer any questions.

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

All primary schools receive the first £13,500 for all SEN pupils within its delegated budget. This is for pupils who have not received an Education and Health Care (EHC) Plan from the Local Authority. This funding provides the mainstream support that the majority of children require. For example it contributes to smaller class sizes, relevant staff, specialist resources which may be required, time for teachers to complete meaningful ISPs with the child and share with parents etc. Children in this category are classed as high incidence, low needs. When a child has undergone an assessment for an EHC plan, school could receive additional funding commensurate with the child's level of need. School would then receive additional funding from a central resource. The High Needs budget is currently under review.

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

The school curriculum is differentiated to meet the needs of all children and this differentiation can take the form of targeted questions, a change to the curriculum, support within the classroom by the teacher or support staff, and, on occasions, the format in which tasks are given may be different. After discussing a child's specific needs alongside the parents/carers and the child, the decision to give children extra support is determined, in the first instance, by the class teacher. If a class teacher decides that a child needs more specialised help or more targeted support, he/she will speak to the SENCO who will determine if specialist advice is needed. The specialist support will be dependent upon the need of the child, but the professional involved could include: Speech and Language support, Educational Psychologist support or CAMHS support. Further to this, the school holds regular 'Integrated Action Meetings,' at which professionals are called together to discuss provision for supporting children and families in school.

13. Who can I contact for further information?

At the end of the school day parents / carers could ask for a meeting to discuss their child with the class teacher. If parents/carers felt that they wanted to discuss their child and their specific needs, or any concerns they may have, they can make an appointment to see either the Head Teacher or SENCO within the school.

If you are considering sending your child to Corporation Road Community Primary School, you can ring the school on 01325 244940, to make an appointment with the Head Teacher to arrange a visit to the school. During the visit either a Senior Leader or the administration staff will give you a tour of the school. At this point you will be given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.