

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?

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 SENCO or the Senior Leadership Team.

2. How will 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 education plan to meet their needs. This Individual Education Plan is developed alongside the child. The plan has two or three key targets which are small, measurable and relevant. The targets also 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 and this is shared with parents/carers. IEPs are reviewed every term with the child and shared with parents. All correspondence about any child is passed to the school's SENCO who also monitors all IEPs 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 Behaviour Support Team, and the school's own counsellor and any child needing support will be identified to the relevant professionals and given any support necessary. If a child requires Speech and Language support, school, with the permission of the parents, will put in a referral.

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

Through 'Quality First Teaching', 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/young person is doing and how will you help me to support my child's learning?

We operate a meet and greet approach to the school day. 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 your child's progress. In addition, children who are on the SEN register are given opportunities to discuss and review their IEP. 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 their 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 well being?

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 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 in school 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 support from the Behavioural Support Team or School Counsellor. Good behaviour is celebrated across school through in class rewards to whole school trips and certificates.

Incentives to promote excellent school attendance include 'Free Friday' when children who have been in school all week receive a free school meal. Good attendance is celebrated across school and rewards range from a whole class certificate, vouchers for local shops 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 its own PCSO 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 children may experience. School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include, speech and language, child psychology, the schools counselling service, CAMHS, Behaviour Support, Early Years, Social Services, Paediatricians and the school nurse.

7. What training are 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 which could arise for children. Individual staff are trained in First Aid and are strategically placed around school. The SENCO attends L.A. training and attends key regional training' which is then shared with all staff. All staff are Team- Teach trained which provides staff with 'a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm.' (Team-Teach p.6) The SENCO provides in-house training on developing IEPs 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 Behaviour Support Team can provide school with training around a range of social and emotional needs. Outside agencies also support staff with Team-Teach training.

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 and parents 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 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 which can accommodate wheelchairs and support individuals with a disability. The school has recently undergone improvements to update all children's toilets, a new 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 enable 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 who have English as an additional language. These individuals can support children with their learning and provide staff with their expertise. Letters sent to parents whose first language is not English can be translated into a number of language including Bengali and Polish.

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 encourage 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 parents around school or be available to answer any questions.

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

Until April 2014 our school receives the first £13,500 for all SEN pupils within its delegated budget. This is for pupils assessed up to Band D by the local authority. This funding provides the mainstream support that the majority of children require. For example it contributes to smaller class sizes and one member of support staff per class, specialist resources which may be required, time for teachers to complete meaningful individual; education plans with the child and share with parents. Children in this category are classed as high incidence, low needs. Above band D school receives additional funding commensurate with the child's level of need. From April 2014 changes to the national funding formula require Darlington schools to delegate a smaller amount per child within its delegated budget, of £6000. Schools will then receive additional funding from a central resource. At the time of writing, a mechanism for this has not yet been agreed.

12. How is the decision made about what 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 class 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. He/she will make that decision if it is felt a child is not making sufficient progress in any particular area. Depending on the need, the class teacher will make the decision how to support a child. 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 on the need of the child but the professional involved could include: Speech and Language support, Educational Psychologist support, CAMHS support and school has access to a school counsellor who is in school one day a week. 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?

School has a 'meet and greet' policy which means all staff are on the playground every morning to meet their class and at this point 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 either, make an appointment to see 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 you will be given a tour of the school by either a Senior Leader or the administration staff. At that point you will be given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.

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