

KT Federation



Primary School

## Local offer

An information guide about our schools' provision  
and practice for children with  
special educational needs  
and disabilities.

February 2019

# Introduction

This booklet has been designed to ensure that parents and carers have easy access to information relating to what our school provides for children with Special Educational Needs and/or Disabilities (SEND).


We have worked with parents and carers to establish what they would find useful in an information booklet.

This booklet provides information for parents and carers of prospective pupils who are considering which school is best for their child. It is also for existing parents and carers who may be concerned about their child's progress and learning and want to know what the school offers and who can help.


This booklet is only the starting point and we very much welcome the opportunity to talk about your child and to answer any further questions you may have.

This booklet comprises two sections –

- An overview of our school ethos which underpins ALL our work with ALL children, families and our community.
- The statutory information as detailed in the Code of Practice (September 2014) and other useful information.

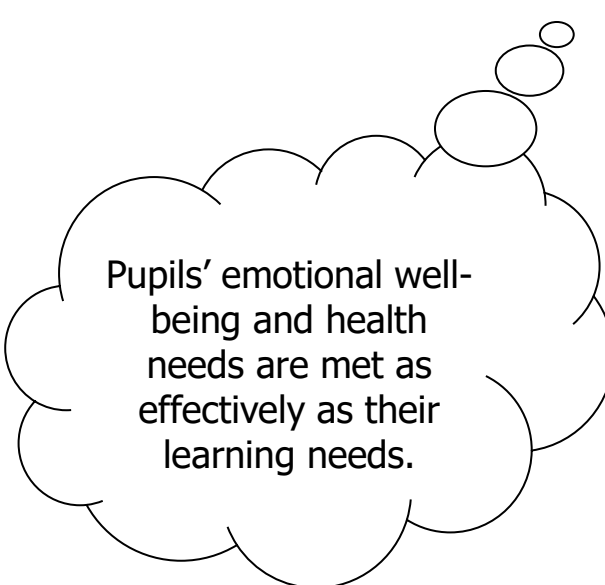
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The school is an inclusive community. All pupils are valued as special and unique individuals. Diversity is celebrated.

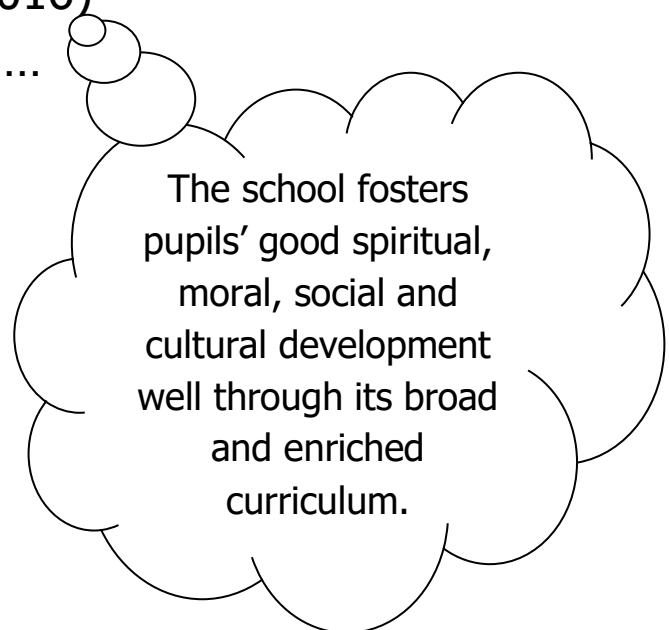
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Pupils who have special educational needs and/or disabilities make good progress because staff meet their social, emotional, health and academic needs well.

Our latest  
Ofsted Report  
(November 2016)  
comments ...

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Pupils' emotional well-being and health needs are met as effectively as their learning needs.

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The school fosters pupils' good spiritual, moral, social and cultural development well through its broad and enriched curriculum.

# Key Staff

The key staff involved in the education and care of children with Special Educational Needs and Disabilities (SEND) and what they are responsible for:

All staff members in our school are responsible for the progress and care of children with SEND. However, there are some staff who have a specific role and responsibilities:

- Cathy Piotrowski, is our Link Governor for SEND. Together with the Governing Body she has responsibility for ensuring the regular review of the effectiveness of the school SEND policy and the deployment of resources. This review will also look at the impact these have on the progress children make in our school.
- Sarah Moore, our Head Teacher. She has strategic responsibility for SEND to ensure that the statutory requirements are met and that the SEND policy is in place.
- Sheri Morgan, our Special Educational Needs Co-ordinator (SENCO). She has strategic responsibility for SEND to ensure that the statutory requirements are met and that the SEND policy is in place. She also provides support to staff to tailor their teaching to children's different learning styles and needs, and provides a link between outside agencies.
- Class Teachers are the first point of contact for parents and carers. They know your child well and are best placed to respond to your child's individual needs. All staff receive additional support from the SENCo as required. Class teachers are directly responsible for all children's progress in their class and lead learning for all children. This will involve planning the day to day learning in the classroom and planning and monitoring children's progress in any additional interventions that may be appropriate.
- Teaching Assistants work closely together with Class Teachers to ensure that all children make at least good progress and are well cared for. They work mainly in the classroom, supporting the whole class, groups and individual children in tasks and activities that are planned for by the class teacher. In addition, they have a role in implementing interventions in a group or one-to-one basis that have been designed to support specific learning needs.

# Identification

Our school recognises that a child has SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for them. The children will have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We work in partnership with parents, schools and external agencies to identify children with SEND. Through our discussions with you, observations of your child in a variety of situations, tracking progress and your child's responses to interventions and approaches, along with external advice, we will develop a fuller understanding of your child's learning and health needs.

Some children will have been identified as having SEND by their previous setting (eg school or pre-school). For these children we aim to ensure that we are aware of their learning needs prior to arrival in our school. We will review with you your child's needs and together plan their next steps.

If you think your child may have a special educational need or disability, please talk to us. It may be that your child's teacher has already raised concerns regarding learning and progress. Initially this may be a meeting with you to discuss your thoughts, share ideas and enable us to work together with you to plan actions which will support your child's learning.

All children are different and individual. It is important that we get to know your child well and find out how they learn best so that we can tailor our teaching and environment to your child's needs. By taking this personalised approach, for most children, having a diagnosis of SEND will not change their support in school although there may be some adjustments to reflect new professional advice.

For children with medical diagnosis who may need a health care plan and maybe an emergency plan, it is important to ensure that you inform the school immediately of the diagnosis so that a plan can be put into place and all staff can be made aware so that the safety and wellbeing of your child is maintained.

# Communication

We recognise the importance of a close partnership between the school and parents and carers. We provide a range of opportunities for you to meet with school staff about your child's needs and progress.

We have an "open door" policy to ensure that parents and carers can have access to information and support quickly. Teachers are often available at the beginning and end of the day for a quick discussion, however, if a more in depth conversation is required, staff would be happy to meet you for a more formal appointment.

All children with SEND will have a termly review or half termly depending on age and stage of learning. This meeting will focus on your child's learning, share successes and identify next steps that we will work on together. Your child may attend part of this meeting.

# Teaching and Learning

All schools are required to have a “graduated response” to children’s learning needs. This means tailoring or matching the support we give your child to their needs by using a combination of whole class, group and individualised teaching and learning situations. The amount of tailoring and support that is required depends on the complexity of your child’s individual needs.

We want all our children to have access to high quality teaching and learning in the classroom. This includes all the teaching and learning that occurs in the classroom throughout the day. As part of this experience your child’s class teacher will make sure that planned learning is closely matched to each child’s needs as a result of good assessment of how children learn best, their stage of learning and any gaps in their learning.

Some examples of reasonable adjustments to class teaching are:

- Ensuring children are positioned at the front of the class,
- Use of writing slopes to support handwriting
- Chunking learning in to small steps so that skills are broken down
- Checking children’s understanding of the tasks before they get started

We track all children’s progress and set targets for each child. Staff meet regularly to discuss all children’s progress and to ensure they are on track. If there are any concerns about progress or development, your child’s class teacher and senior leaders will discuss adjustments to teaching and learning, putting in place interventions designed by the class teacher or commercial produced packages to accelerate progress. On most occasions these will take place in the classroom and may be carried out by the class teacher or teaching assistant.

If children continue to make slow progress and are experiencing a substantial difficulty in learning, requiring significant tailoring of the curriculum and support, we may identify your child as having SEND. Your child will continue to access classroom teaching in addition to interventions. We may make referrals to external agencies to further support your child. The class teacher will keep you involved and informed of any interventions your child is accessing and the progress they are making.

Some children require specialised equipment and specific ways of working to ensure they are making expected progress or that their health needs are met. In some instances this may be an adjustment that can be met with school equipment and by school staff. However, for some children their needs are more complex and a planned response may be required. Children to require a more planned response we may identify as SEND.

We currently work, or have worked with the following agencies in the past to support your child's progress and well-being:

- Educational Psychologist
- Specialist Teachers
- Speech and Language Therapist
- Occupational Therapist
- Specialist and School Nurses

If children have a high need or have an Education Health Care Plan they will be allocated additional support. The class teacher will decide when your child receives additional support depending on what is planned for that day. The support may come from the teacher or a teaching assistant depending on the focus of the activity. All our children work with a variety of staff to support their needs and this supports your child in forming relationships rather than working solely with one person.



# Transition

Whether your child is starting school in Reception, you are moving into the area, or they are moving on to another school, it is important that we talk together to plan for this change.

The following strategies have been put in place in the past to assist with transition:

- Meetings with parents/carers to find out more about the child's needs
- Informal walk around the school
- School staff visit current setting and talk to staff
- Transition meeting with parents/carers, pre-school or school staff from current setting and new setting. This would include information sharing, agreeing communication methods and sharing targets.
- Creation of a photo book to introduce your child to us.
- Child led visits to the school. This could be initially visiting the school with a familiar adult and exploring the school environment.
- Meetings with external agencies to ensure that staff receive additional training if required.

Time invested in good transition arrangements is time well spent. It means that you can be confident about your child's needs are being met at school and your child is happy and familiar in their new environment.

# Additional Information

Sometimes in order to obtain more information about how we can support your child at home and at school we make referrals to external agencies to give additional advice. There are different referral routes for different agencies so it is a good idea to talk with your child's class teacher or the SENCo for advice.

Bedford Borough alongside other Local Authorities, are required to publish a "Local Offer" which details the services that are available in the Local Authority to support children and families with SEND

The Borough SEND local offer can be found at:

<https://sendguide.bedford.gov.uk/education.aspx>