

Priestley Primary School

Local Offer

September 2014



Priestley Primary School is an inclusive school that seeks to support and challenge all children to achieve their full potential, both academically and socially & emotionally, regardless of their starting point or ability. We do this primarily through high quality differentiated teaching; although we recognise that, at different stages of their development, some children may benefit from additional academic or emotional/social support. Receiving additional support does not necessarily mean a child has Special Education Needs or will be placed on the SEN (SEND) register.

How does the school know if children need extra help?

- Class teachers, supported by subject leaders and the Senior Leadership Team, make regular assessment of the progress of all pupils. If there are concerns about progress, or if any child needs extra support, this is identified early and acted upon. Most difficulties will be supported within the classroom as part of excellent differentiated classroom planning and teaching using a variety of styles and resources. We also liaise with previous settings when children transfer.
- Teachers monitor the impact of these interventions on both academic progress and the child's emotional wellbeing, interventions are assessed and reviewed regularly and further assessment/support will be put in place if necessary.

Who has Special Educational Needs?

- Under the 2014 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEND.
- Any child who has a learning need or a disability which is sustained (i.e. lasts, or is likely to last, more than a year) and substantial (defined as 'not trivial') may be classified as having a Special Educational Need and placed on the SEND register.
- Wiltshire produce checklists for schools to use to identify children whose difficulties mean they should be placed on the SEND register.

What special needs does the school cater for and how?

The types of difficulty identified in the Education Act are:

- Communication and Interaction; this includes children who experience a difficulty in communicating with others; children who may not understand or use social rules of communication and children who have speech or language difficulties.
- Cognition and Learning; this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching.
- Social, Emotional and Mental Health Difficulties; these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour.
- Sensory and/or Physical Difficulties; this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided.

How would school staff support my child?

- Support will always be given primarily by the class teacher, however teaching assistants, our specialist emotional literacy support assistant (ELSA), and the Special Education Needs Co-ordinator (SENCo), who is also a qualified teacher, may also be involved. This support may be part of whole class teaching, planned small group work or planned individual support.

If my child has additional medical, physical or social needs, how will the school support them?

- In consultation with parents and/or health professionals a care plan will be drawn up to ensure that your child's needs are met and that staff are appropriately trained.

How will my child be included in activities, both inside and outside the classroom, including school trips?

- It is our aim that all children are fully included in every aspect of school life.
- We therefore do our best to make provision for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support.

What training do staff supporting children with a Special Educational Need or Disability receive?

- All teachers receive regular training to make sure that they plan and deliver high quality teaching which is differentiated for the needs of each child in their classroom. All staff within the school also receive training to meet the known and anticipated needs of the children present in the school. The SENCo attends regular training including meetings with other local SENCos. Our LSA's receive regular updates in training and complete specific training where a need arises. We also have two trained Emotional Literacy Support Assistant's working in school.

What does 'being on the SEND register' mean for my child?

- At Priestley School, we aim to provide support for all who need it regardless of whether or not they fit the defined criteria of the SEND register. However, those on the SEND register are monitored more closely and may receive external support or assessment. It also means that the need for extra support is clearly identified when your child moves on to secondary school and provision will be made to support them prior to their start date.

What is an Education Health and Care Plan?

- In cases where the difficulties are more pronounced, your child may be provided with an Educational Health and Care Plan (referred to in Wiltshire as My Plan) which will set out legal provision requirements for your child (above and beyond what is provided for all others). **This replaces what was previously known as a 'Statement of Special Educational Need'**, however, it is broader and will include all aspects of a child's health and well-being which may include special educational needs. The SEN classification of School Action and School Action Plus or Early Years Action and Early Years Action Plus, have been replaced with SEN Support. Individual Education Plans (IEP's) have been replaced with non-statutory My Plans.

How will I be included in supporting my child's education? How will my child's views be taken into account?

- As a parent, you are key in supporting your child's development and well-being and we recognise the expert knowledge you have of your own child. We endeavour to provide support and information to parents so that we can work together as a team to help achieve the best possible outcome (in all aspects of development) for your child. We are therefore very keen to build strong

relationships with the parents of the children in our school and to liaise with you to share useful strategies or techniques which are used at home as well as those which are being used in school.

- Parent consultation evenings are held twice a year and we strongly encourage all parents to make appointments to see their child's class teacher.
- At Priestley parents are encouraged to make appointments to see teaching staff and discuss any worries or concerns they may have about their child. The SENCo is also happy to attend these meetings.
- Provision is reviewed at least termly and your child will have informal input into this process. Children on the SEND register will work with a class LSA to produce a one-page profile each year. These will include what they are good at/like, what they find challenging, as well as what helps them and things they find hinder them at school.
- Children who are identified as having Special Educational Needs may have a My Plan (IEP) with specific targets. Parents will be invited to review these targets regularly at least three times a year either at parent evenings or arranged review meetings.

What measures are put in place to prevent bullying?

- At Priestley we aim for each child to feel valued and every opportunity is taken to promote individuals' self-esteem and confidence so that all children can approach each new challenge set before them.
- The emotional well-being of all children is central to the provision of education for all. Bullying is not tolerated and children at Priestley have been involved in the reviewing and writing the school Anti-Bullying Policy.

How will the school support my child to join initially? How will the school support my child in transferring class or to secondary school?

- During the second half of the school year, the SENCo and SEN LSA meet with class teachers and discuss the children who will be moving classes or school, identifying those who may be more anxious and so may benefit from additional support.
- A transition sheet is made for, and with, each individual who might benefit from it, designed to meet their unique needs. These sheets tend to include photographs of key people and places. Plans are made to ensure all those who may benefit from transition support are given time with a learning support assistant (LSA) to prepare them for the change in class and answer questions or worries.
- Transition work-books or Social Stories may also be used to prepare individuals for unusual events such as trips or sports week/sports day.
- When your child leaves Priestley Primary School, whether to move to a different primary school or on to secondary school, there will be liaison and discussion between our SENCo and the SENCo of the new school to enable measures to be put in place which will help make the transition as easy as possible.

How are the Governors involved and what are their responsibilities?

- The SENCo works closely with the named link SEN Governor and reports frequently to the Governors to inform them about the progress of children with SEND. This report does not refer to individual children and confidentiality is maintained at all times.

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

- Support Services are accessed according to the need of the child at appropriate developmental stages. A typical process would include internal assessment by the school using Wiltshire Wipid checklists, discussion of the child's need at a multi-agency forum and referral to appropriate services identified. Services which the School frequently make use of include:
 - Speech and Language Therapists;
 - Special Educational Needs Support Service (which has specialists for a wide range of difficulties);
 - Educational Psychologist,
 - Behaviour Support Team,
 - Parent Support Advisors
 - School Nurse.

What should I do if I think my child may have Special Educational Needs?

- In the first instance, talk to the class teacher as they will have the most detailed understanding of your child as a whole. He or she may then suggest that a meeting is arranged with the SENCo. Your concerns will be passed on to the SENCo and together they will look at the information you have provided, together with the information we have in school and decide if any further action is needed at this time. You will be kept fully informed of any decisions made in relation to your concerns.

Where can I find further information or get further support?

- Wiltshire Local Offer (Special Educational Needs (Local Offer) Regulations 2014)

<http://www.wiltshire.gov.uk/localoffer.htm>

- Asperger Syndrome and Autism

<http://www.wiltshire.gov.uk/healthandsocialcare/socialcareadults/disabilities/understandautism/whatisaspergersyndrome.htm>

<http://www.autism.org.uk/>

- The School's Disability Access Policy
- Your child's G.P. / Paediatrician
- Wiltshire Parent Partnership Service
- School's Parent Support Adviser