



Allanson Street Primary School Local Offer

Our vision:

Children will love learning, find it intrinsically worthwhile and achieve in a personal, social and academic sense.

Children will be happy, confident and equipped to make healthy and safe choices.

Children will value diversity and be responsible, adaptable and resourceful.

Children will be ready to face the challenges that lie ahead on their own learning journey.

Our Code of Conduct:

On our learning journey we

Look after ourselves and others: we say safe.

Treat everyone and everything with respect: we all matter.

Share, include and listen: we all have a voice.

Work hard and feel proud: we are the best we can be.

Our job is to help your child achieve their very best while at our school. You know your child well and you may feel that they need some additional help or support for some or all of their time at school. We want to make you aware of the types of support available for your child at Allanson Street Primary School and help you understand who can support you and how our Special Educational Needs and Disability (SEND) provision is accessed.

How will school know if my child needs extra help?

- *Home visits or concerns raised by parents/carers.*
- *Transition meetings with previous setting, professionals and parent/carers.*
- *Liaison with previous school.*
- *Child performing below age expected levels.*
- *Concerns raised by teacher, for example, behaviour or self-esteem is affecting performance.*
- *Liaison with external agencies.*
- *Health diagnosis from a paediatrician.*

Who is the best person to talk to about my child's difficulties with learning / SEND?

- *Class teacher – this person has the best working knowledge of your child.*
- *Leader of SEND, Mrs Range.*
- *Family Support Worker Mrs Leyland*
- *Pupil Mentors, Miss Cunliffe and Mrs Tyrer.*

How will school support my child?

- *Our SENCo, Mrs Range, oversees all SEND provision across school working closely with the Head Teacher and the Intervention Coordinator.*
- *Class teachers plan for, and work with, each child with SEND in their class to ensure that progress is made.*
- *Learning Assistants may work with your child either individually or as part of a group if this is seen as necessary by the class teacher after consultation with the SENCo. The regularity of these sessions will be explained when the support starts.*
- *Class teachers will assess your child to identify their strengths, individual needs and the extra help they require. If they need extra or different support than most children their age, they may be placed on the SEND register and have an Individual Education Plan (IEP) which sets termly targets to specifically address their needs. Parents/carers are informed of this decision and invited to an initial IEP meeting followed by regular review meetings.*

Additional provision may initially include:

- *Extra help from a teaching assistant in class.*
- *Alternative resources such as a sloping board, ICT access, visual timetable/ prompt cards.*
- *Work in a small group or on an individual basis working on a specific intervention programme.*
- *Working with one of our Pupil Mentors.*

If your child continues to have difficulties, despite the additional provision, there are other services that we can contact for specialist support for your child and the staff in school.

These include:

- *Speech and Language therapists*
- *Visual/ hearing impairment teachers*
- *Health professionals*
- *Learning Support Service*
- *Educational Psychologists*
- *Behaviour Improvement Team*
- *Language Autism Social Communication Service*

At this point, we also discuss your child at a termly multi-agency planning meeting in school which includes the school's Inclusion Officer, Educational Psychologist and a representative from the other agencies listed above. This is a professionals meeting where school ask for support and guidance to ensure the best outcomes for your child.

How will the curriculum be matched to my child's needs?

Work within class is pitched at an appropriate level so that all children are able to access activities and tasks according to their specific needs. Typically this might mean that in a lesson there are two or three different levels of work set for the class, however on occasions this can be individually differentiated. Differentiation can also take the form of adult support or additional resources to scaffold learning. In this way, the curriculum is personalised to meet individual needs.

Set groups for English and mathematics along with ability groupings within other curriculum areas also support different leaning needs.

In addition, pupil progress meetings take place termly between the year group teachers, Head Teacher, SENCo and the Intervention Coordinator. These meetings help to ensure that the curriculum is matched to learning needs and that children are receiving the correct intervention. Every child in each class is discussed and their assessment data is tracked and

analysed. Children who are not making the expected progress are highlighted and a plan for additional provision for the following half term is put in place. If an IEP is in place, this is reviewed on a termly cycle ensuring that every half term progress and provision is discussed for every SEND child.

How will I know how my child is doing?

- We offer an open door policy. Staff are available at the end of each day to speak with parents/carers. We can offer advice and practical ways to help at home. You are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss in greater detail how your child is getting on.*
- We believe that each child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has additional needs.*
- We hold two formal parents evenings throughout the year and provide a comprehensive written report at the end of each school year.*
- We operate a home/ school reading record which can also be used as a link book so that comments from parents/carers and teachers can be shared and responded to when needed.*
- If your child is on the SEND register they will have an IEP. This will have individual/ group targets. This is discussed on a termly basis with parents/carers and reviewed. The targets set are SMART targets (Specific, Measurable, Achievable, Realistic, Time Scaled) with the expectation that your child will achieve the target by the time it is reviewed.*
- If your child has more complex needs they may also have a Provision Agreement (PA) or an Education and Health Care Plan (EHCP) which outlines your child's needs and gives specific targets to be met over a twelve month period. Progress towards these targets will be reviewed with parents/carers.*

How will the school help me to support my child's learning?

- We share termly individual targets so parents/carers are fully aware of the next steps in their child's learning.*
- Half termly year group curriculum information is sent home to parents/carers outlining the curriculum coverage for the following half term.*
- Homework is set in line with the agreed age appropriate policy.*
- Family Learning opportunities are available in school throughout your child's primary school life.*
- Parental workshops are regularly offered by teachers and teaching assistants in school.*
- Year group expectations are shared at the first parents evening of the year.*

What support will be available for my child's overall well-being?

We are a fully inclusive school; we welcome diversity. All staff believe that children having high self-esteem is crucial to their wellbeing. We have a caring, understanding team looking after the children.

Children who have additional needs are fully supported for the whole school day including lunch time and break times ensuring their safety and wellbeing needs are fully met. Structured play activities are available every lunch time to ensure the children are fully engaged and occupied at all times.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore, this is usually the first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support.

This may involve

- A referral to work with one of our Pupil Mentors or Learning Mentor.*
- A referral to access support from our Behaviour Specialist/ Councillor.*
- Advice from the Behaviour and Improvement Team.*
- Parental support from the Early Help Team.*
- The offer of 'Triple P' parenting courses.*
- Support from the attendance officer.*
- Help and advice from the Food Bank workers as we are voucher holders.*

The wellbeing of children is high priority in our school and we are very experienced at sign posting parents/carers to support in and out of school. We also make sure our Pupil Mentors are available at the start of each school day to speak to parents/carers who may need advice or someone to talk over a home issue with and then they can be signposted to one of the above services.

Are the staff who support children with SEND in this school, provided with appropriate training?

All staff are given training to match the individual needs of the child/ children they may be working with. The outside agencies work closely with the SENCo in matching training to identified needs whenever possible.

Examples of this are:

- *Specific medical needs training for diabetes, asthma, congenital hyperinsulinism and epilepsy.*
- *ASD training provided by the LASC team and through outreach from the local special school, Lansbury Bridge.*
- *Dyslexia training from the Learning Support Team.*
- *Advice and support from the physiotherapy and the occupational therapy departments.*

All teaching assistants have completed safeguarding training, first aid training, asthma and anaphylaxis training as well as taking part in whole school English and mathematics training.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety is not compromised. Every attempt is made to make all activities accessible to all children and modifications will be made whenever possible. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

The school site is wheelchair accessible with 3 disabled toilets and 2 shower rooms.

How will school prepare and support my child when they are starting, leaving school ?

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all individual needs are discussed and understood.

If your child has complex needs then a transfer meeting will take place between current school, receiving school, inclusion officer and any other agencies that are offering support.

How are the school's resources allocated and matched to a child's special educational needs?

- *We ensure that the needs of all children who have SEND are met to the best our ability with the funds available.*
- *If we require additional funding or resources to meet your child's needs then we discuss this at our termly planning meeting with the schools Inclusion Officer, Educational Psychologist and other external agencies to decide whether a referral to the provision agreement (PA) panel is needed to request further funding.*
- *The SENCo makes applications to the PA panel stating the current levels of need and how the school are catering for this. We explain what we were requesting, why and what we propose the impact of this request will be for the child.*
- *If the referral is successful, the panel can grant up to 10 hours top up funding to enhance the 15 hours provision that school provide.*
- *This funding is reviewed and re applied for annually.*

How is the decision made about how much support my child will receive?

- *By reviewing children's targets on IEPs and ensuring they are being met.*
- *Looking at whether your child is making progress academically against national/ age expectations and the gap is narrowing – are they catching up to their peers or age expectations? This will be reviewed formally each half term through IEP reviews and then pupil progress meetings – support is then adjusted accordingly.*
- *Verbal feedback from the teacher, parent/carers and pupil.*
- *Children may move off the SEND register when they have caught up or made sufficient progress.*

How will I be involved in discussions about and planning for my child's education?

All parents and carers are encouraged to contribute to their child's education through:

- *Discussions with the class teacher.*
- *Parents' evenings.*
- *IEP reviews – parents/carers are asked for their views and comments on progress over the past term as well as informing us of medical updates.*
- *Attending workshops.*
- *Providing feedback in the reading diary and on homework.*

- *Keeping up to date with events happening in school by reading newsletters and accessing the school website and app.*

Who can I contact for further information?

First point of contact is your child's class teacher to share your concerns.

You could also arrange to meet with Mrs Range our school SENCo or Mrs Farnell Head Teacher

IASS offer advice to parents around SEND and can be contacted on 01744 677368 – 677626

Look at the SEND policy on our web site.

I hope this has answered any questions you may have but please do not hesitate to contact school if you have any further questions.

Allanson Street Primary School

01744 678144

October 2017

Date for Review: October 2020