



Broad Oak Community Primary School **Local Offer**

Parent/Carer Information for children who have additional needs

Frequently Asked questions:

1. How will the school know if my child needs extra help?

At Broad Oak classroom teachers continually assess the progress of children. If they have concerns regarding a child's progress they will discuss these with the parents (following our open door policy) and may begin to implement a programme of class based intervention. Following further discussion with the SENCo they may also choose to place a child upon an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP), focusing upon one or more of the four areas of need;

- Communication and Interaction
- Cognition and Learning
- Behaviour, Social and Emotional Development
- Medical, Sensory or Physical needs

Each term formal pupil progress meetings are held with all practitioners from each year group, a member of SLT and a member of the Pastoral Team. Individual attainment and progress is scrutinised and decisions are made as to any further support needed by a child.

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

Following the guidance set out in Broad Oak Community Primary School Special Educational Needs Policy, parents are in the first instance encouraged to discuss any issues with the child's class teacher, following our open door policy. Each half term the child's class teacher will arrange to meet with the parents to complete an IEP/IBP review, set new targets and discuss any other difficulties which have arisen in the last half term.

Parents can also follow the open door policy to have informal/formal discussions about their child with the SENCo (Mrs Davies) or Phase Leader (EYFS – Miss Morris, KS1 – Mrs Atherton, LKS2 – Miss Barrow, UKS2 – Miss Brown).

3. How will I know how the school will support my child?

At Broad Oak Community Primary School we regularly communicate with parents via;

- IEP review meetings.
- Parents evenings.
- School reports.
- Annual provision review meetings.
- Informal/formal discussions with class teacher, SENCo or Phase Leader.
- Home/school information books.

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

All children at Broad Oak have access to an individualised curriculum tailored to their own specific level of need. Classroom teachers differentiate learning opportunities to ensure all children in their class can access and make progress. Targeted support is available for those children identified as requiring additional help and is delivered via a range of intervention programmes. Children access intervention programmes on a need rather than age basis.

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

At Broad Oak we utilise part of our pupil premium funding to ensure that we have a Teaching Assistant in every classroom. This allows us to respond rapidly to children's additional needs and provide the according support or intervention work.

We have a philosophy of 'early intervention' and endeavour to provide resources and expertise to support children as and when the need arises.

6. What happens if my child has a high level of need?

Before a child starts at Broad Oak we endeavour to meeting with them and their families to ensure a smooth transition in our school. If a child has a high level of need we ensure to gather as much historical information as possible to further enhance this process.

Each term the school SENCo meets with multi-agency professionals at a planning meeting to discuss the needs of SEND pupils within the school, this quality assures the high quality educational provision that is provided for them.

In partnership with parents we work alongside the local authority to gain the most appropriate provision for our pupils. This can include applications for additional funded support and further professional advice.

We are committed to providing our staff with training to enable them to support children with a high level of need, for example: emergency paediatric first aid and medication training and manual handling training.

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

At Broad Oak staff teams meet once per term to identify children within their year groups that require additional learning support. This allows us to swiftly provide children with the support they need to make progress and to assess whether the support provided has had the required impact.

In partnership with parents and multi-agency professionals we discuss individual children for whom school based support has not been successful and signpost them for additional support from outside agencies, for example; the Speech and Language Service and the Learning Support Service.

If following support from outside agencies, it is decided in partnership between school staff, parents and other multi-agency professionals that the further support has also not been successful, a recommendation may be made that an application is submitted to the local authority for further funded support. A panel of external professionals will decide if the application is deemed acceptable for additional provision.

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

Parents help to create a child's new IEP targets at their IEP review. Parents are encouraged to utilise our open door policy to discuss with the child's class teacher ways to support learning at home.

We also offer various Family Learning courses throughout the year that enable parents to develop their knowledge to support their child's education at home. Parents are also signposted to specialist SEND events/courses that are facilitated by the local authority or other services.

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

At Broad Oak we operate an open door policy and encourage our parents to speak regularly to their child's class teacher on an informal basis about their progress in school. We hold more formal parents evenings once per term.

Individual Education Plan's for children with SEND are reviewed alongside their parents every half term. Parents are asked to contribute to the review and have an input upon what the next IEP targets should be.

For children that have been awarded additional funding parents will also be invited to annual review to discuss progress and next steps for development.

10. What specialist services and expertise are available at this school?

Staff at Broad Oak hold qualifications and /or have had training in the following:

- National Award for SEN Coordination
- Speech and Language (Talk Boost, Well Comm, Elklan)
- Sensory training
- Reducing anxiety for SEND children
- Manual Handling
- Team Teach
- ASD Provision
- Beat Dyslexia
- Emotional health and well-being

We also employ the services of multi-agency professionals:

- Educational Psychologist
- Speech and Language Therapist
- School Nurse
- Play therapist
- Platform 51 (counselling)
- Children's Disability Service
- Behaviour Improvement Team
- English as an Additional Language Service
- Minerva (fixed term exclusion base at St Cuthbert's)
- PACE (behavioural short stay centre)

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

All staff at Broad Oak have a determination to look after and support the needs of our children and families. Each class teacher is supported by a phase leader who has responsibility for ensuring the happiness, safety and well-being of pupils within their area of school. We are also very lucky to have a Teaching Assistant in every class to further support pastoral work.

At Broad Oak we have three full time members of pastoral staff who liaise with families to ensure our children are safe and happy. Our Pastoral staff also closely monitor levels of attendance and meet regularly with children to discuss their views. Our pastoral staff are experienced in supporting the emotional well-being of our pupils. For example they deliver 1:1 and small group support for children who are in needs of additional emotional support e.g. those who have experiences loss or bereavement, those that have faced challenging circumstances etc.

We also, when appropriate, utilise the services of external providers such as Platform 51 (counselling service), a qualified play therapist and an Educational Psychologist.

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

Before taking any children on a school trip we complete a detailed risk assessment which assesses the suitability of the trip for all children. This can include a prior visit to the venue. School trips are staffed appropriately to the required ratios.

13. How accessible is the school environment?

Broad Oak Community Primary School is built upon one level and is fully wheelchair accessible. We have 3 disabled toilets, changing and showering facilities. We have a strong relationship with the Children's Disability Service who provide school with the necessary equipment and risk assessments for pupils with disabilities.

To support our pupils with English as an additional language we work closely with the EAL service. We also utilise a text messaging and interpretation service which allows us to communicate with parents of all nationalities.

14. What if my child needs transport to and from school?

We work in partnership with the local authority to support our families to make the necessary requests for transport support.

15. How will the school prepare and support my child when they are starting, leaving the school or moving to another year?

When joining Broad Oak our nursery/reception staff carry out home visits in order to get to know the new children and their families. The parents of new children are invited to attend an intake meeting and new pupils are invited to spend time within the setting prior to joining. When children with SEND join Broad Oak, school staff will arrange a transition meeting with their previous setting to ensure a smooth transition takes place.

When moving between year groups all pupils have the chance to meet their new teacher and visit their new classroom. Additional visits and further opportunities are provided where necessary for SEND children

When leaving Broad Oak we hold transition meetings with the local high schools and their SENCo's to ensure that we pass all relevant academic and personal information on about a child. We facilitate opportunities for our SEND pupils to complete additional visit days to their new setting. We also utilise the transition support available through other agencies, for example; the behaviour improvement team and Language and Social Communication service (LASC).

16. Who can I contact for further information?

Parents are strongly encouraged in the first instance to speak with their child's class teacher and/or phase leader. Further information can also be found by contacting:

- Headteacher – Mrs Melanie Hignett - 01744 752340
- SENCo – Mrs Katie Alexander - 01744 752340
- Email: broadoak@sthelens.org.uk