



**Radleys Primary School**  
**Our SEN 'Local Offer'**

**At Radleys Primary School enabling every child to achieve their potential, academically, socially, emotionally, physically and spiritually, is our passion. Our 'Local Offer' will help you to see what we do in order to achieve this.**

**Radleys Primary School SENCO/ Inclusion Manager: Mrs Rachel Elliott**  
**Radleys Primary School SENCO Link Governor: Mrs Kerry Chantler-Langford**

### **How we identify individual special educational learning needs?**

When children have an identified special educational need or disability before they join our school, we work very closely with the people who already know them well, particularly parents, as you are your child's first teachers. We use the information available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If you tell us you think that your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by school, although we may also request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy or our Advisory Team. We will always share the findings with you and in consultation plan the next steps to best support your child.

If teachers feel that your child has a special educational need, this may be because they are not making the same progress as others in their class. We believe that early identification and intervention is best to help your child achieve success and to fully involve children as much as possible in making decisions. We will observe your child's learning characteristics and how they cope within the learning environments. We will assess their understanding of what they are learning in school and, if appropriate, use tests to help us to pinpoint the difficulty. This will help us to identify their need and plan strategies to support them. If school has become concerned about your child, you will be contacted by your child's class teacher or the school's Special Educational Needs Coordinator (SENCO) and your thought and opinions will be sought.

### **How do we involve children and their parents/carers in identifying special educational needs and planning to meet them?**

- We are child and family centred and pride ourselves on the 'family' atmosphere of school. We passionately believe that children and parents should be at the heart of all decision making concerning their education.
- When we assess special educational needs we will discuss with you if your child's understanding and behaviour are the same at school and home and we take this into

account to work with you so that home and school are helping your child in the same way - helping them make progress.

- Where appropriate we will write and review targets with your child and parents/carers. A copy will always be available to you.
- We hold a meeting very term that allows the child, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps. This may be a parents consultation meeting, or a longer, review meeting, depending on the needs of your child.
- We use homework to repeat, extend and practice new learning activities which may present a challenge to a child. Often, this could involve using the skill in a practical and meaningful way. If you have any concerns about homework or wish to seek advice on how best to support your child at home, please see your child's class teacher. The ways children are taught may have changed considerably since you were at school and we want all parents to be able to feel confident to support their child's learning.
- Our school website has a dedicated area for parents, which is regularly updated to include links directing parents to a wide range of support services for parents, children and families.
- We have an open door policy which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with staff when a more in depth discussions required.
- Our SENCO/Inclusion Manager is a member of the Senior Leadership team
- Staff are on the playground daily in the mornings and welcome you to raise celebrations or concerns about your child's needs.
- Children with communication or behaviour difficulties have a home-link book. This tells you about the sort of activities that they have done that day so that they can be discussed at home.
- Every child has a reading diary. Teachers or Teaching Assistants may write in comments and we encourage parents to write in their observations and comments too. Further support on how to support your child's reading can also be obtained from your child's teacher.

### **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

#### **Class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Provision Maps or Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### **The SENCO/ Inclusion Manager**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **Head Teacher**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **SEN Link Governor**

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

We encourage our link governor to come into school and meet regularly with the SENCo.

### **How we use other adults in school to support pupils with special educational needs or disabilities?**

- We have a team of talented and inspiring Teaching Assistants who are all trained to support pupils with a wide range of educational, social and emotional needs.
- Our team of Teaching Assistants are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support, as appropriate, to meet the needs of children with special educational needs or disabilities.
- Our SENCO/Inclusion Manager is an important member of our team who has an excellent knowledge of how to support you and your child and may also be able to sign post you to other services.
- Our Head Teacher and Assessment and Subject coordinators analyse pupil performance data half-termly to ensure that each individual child is making the best possible progress. Any child falling behind is identified as part of a target focus group for their class teacher.
- We have a dedicated Educational Psychologist who visits our child regularly to observe and assess pupils and offer advice and support to both home and school

### **How do we use specialist resources to support pupils with special educational needs or disabilities?**

- Our SEND team make bespoke individual resources for children with special educational needs that support their specific learning targets and needs and reflects the learning undertaken by their peers.
- We have a wide range of reading material (books, e-books) to appeal to aural and visual learners as well as catch-up schemes to revise lost learning. Books can also be adapted to support Makaton symbols.
- We have a range of technology to support different learning styles and help motivate and access learning. These include I-Pads, I-Pod minis, computers, microphones, talking buttons and talking postcards.
- We use workstations, picture, object and symbol timetables and equipment such as countdown timers for pupils who need it.
- We seek advice from outside agencies and Outreach providers as and when the need arises for specialist seating or access facilities.
- We use Makaton symbols in Early Years to aid communication with children with communication difficulties.
- We have changing facilities for those children who require it.

### **How we modify teaching approaches for individual pupils?**

- Our creative curriculum celebrates the different learning styles of all of our children and supports inclusion and differentiation to address the needs of them all. We give children the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.
- Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning. We encourage educational visits for **all** and arrange for visitors to come and enable **all** children to access and benefit from this learning.
- We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching constantly in order to cater for their children's needs.
- When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- Our staff are trained in a variety of approaches which means that we are able to adapt learning to a range of SEND: specific learning difficulties (including dyslexia); Autism; Speech, Language and communication needs; and behavioural, social and emotional difficulties. Our training is regularly updated via our INSET days and support from other professionals.
- We have role play areas in every classroom across all Early Years and Key Stage One classes and use these as an invaluable resource to develop speaking and listening skills, co-operation and social skills and creativity.
- We promote multi-sensory approaches to handwriting, running groups to support development of gross and fine motor skills.
- We offer in-house communication groups. The focus of these groups is on Attention and Listening, Speech and Language and Social Communication. A member of the Early Years team trained in 'Talk Boost', an early speech and language support programme. In addition, we seek advice from the Speech and Language team.
- We use class and personal visual or object timelines to help children to understand what activity is coming next.
- Our Early Years and Key Stage One staff are able to use basic Makaton.

### **How do we assess children's progress towards the outcomes we have targeted for them? How do we review this progress so that children stay on**

### **track to make at least good progress? (Including how do we involve children and their parents/carers?)**

- In the Foundation Stage, we track progress against the Early Years Foundation Stage ages and stages of child development.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels' and break learning and achievement down into small 'bite size' steps.
- Within school, teachers assess the children's progress half termly. This data is discussed with the Senior Leadership team at our Pupil Progress meetings, so that strategies can be put in place to intervene early and support your child.
- At termly meetings we discuss your child's progress and attainment and gather their and your views. This will help formulate next steps to support your child's progress.
- We regularly use staff meetings to get all teachers to assess anonymous pieces of work both in their own key stage and in other year groups to check that our judgements are correct. We call this moderation.
- We set challenging targets for **all** children based above nationally agreed guidelines on progress. We aim for outstanding progress for all.
- Our marking of children's work informs our planning and we identify next steps for **all** of our children.

### **What extra support can we bring in to help us meet SEND – services & expertise? How we work collaboratively?**

- We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; CAMHS; behaviour related needs; severe learning difficulties and autism. We also call on the expertise of our colleagues from local Children's Centres.
- Our local authority provides educational psychology support for assessment, advice and training.
- Our local authority provides an early years advisory teacher who supports children with SEND when they make the transition to our nursery from pre-school settings.
- We get advice and support through our own speech and language therapist to train staff and advice on programmes and we refer pupils for assessment if we believe they need a period of therapy.
- We liaise with School Health and Children's Services, as appropriate.
- We get support and advice from Occupational Therapy for pupils that need assessment for issues such as special seating or fine and gross motor concerns. They guide school staff in meeting the needs of the individual pupils.
- Together (child, parent/carer, school, outside agencies) review your child's progress and agree on steps to make teaching more effective and learning easier.

### **What other activities are available for pupils with SEN in addition to the curriculum?**

- We have a number of lunchtime and after school clubs which cover a range of interests which include; sports, creative activities, music. Pupils with SEND are welcomed and included, additional support is offered as necessary to support access.

## **How do we support pupils in their transition into our school and when they leave us?**

- Parent and child taster sessions are held in preparation for their September start.
- Our local authority provides an early years advisory teacher to support children with SEND when they make the transition to our nursery from the pre-school settings.
- Transition into Reception and then into successive year groups is supported by meetings, meet the teacher time and 'taster morning' in their new class.
- A phased transition to school may also be planned if a child requires this.
- We encourage children to work across phase e.g. Nursery with Reception, Year 1 & 2, Year 3 & 4, Year 5 & 6 to enable your child to become familiar with different classrooms, teachers and learning expectations.
- We liaise closely with your child's previous school/setting and will routinely arrange to visit them in this familiar setting wherever possible before they transfer.
- Parents and children who are joining our school mid-term are encouraged to visit the school and meet with the Head Teacher before they start

## **How additional funding works**

- We will plan your child's transition to us with information from yourselves and all professionals already involved to support your child. This helps to enable a smooth and supportive start for your child.
- As your child makes the transition to Secondary school again we will contact and discuss your child's needs with our Secondary school colleagues, invite them to observe your child in our setting and through dialogue with you and your child set up appropriate transition visits to support a smooth transition to Secondary school.
- Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). This means that we are able to have a Teaching Assistant in all year groups, every morning, in order to target groups of children for key skills support in Maths and English. The local authority will top-up funding for child with a high level of need.
- If a child's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means that you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

## **Where children can get extra support**

- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. Our open door policy means that they have access to a member of the senior leadership team at all times.
- We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported.
- Older children act as mentors for younger children in the dining room and playground and children can approach any adult if they have any concerns.
- Medications that may be required by children are held securely in our medical room. Inhalers are kept in designated safe areas of the class for easy access.

- School welcomes parents to share any concerns that they may have, however small they may think it is.
- A member of our Senior Leadership Team is available discuss any concerns and Teaching Assistants are available on the gate each morning to record any information that parents/carers need to relay and pass them immediately onto class teachers.

### **Where parents/carers can get extra support**

- Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views. It is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- The Walsall Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330.
- Our SENCO/ Inclusion Manager can also put parents in touch with a wide range of support groups, as appropriate, to the specific needs of your child.

Please come into school and discuss your needs.

### **Useful Links**

Parent Partnership Walsall - <http://www.walsallparentpartnership.org.uk/>

Autism West Midlands <http://www.autismwestmidlands.org.uk>

Positively Special - <http://www.positivelyspecial.co.uk/>

Walsall Speech and Language Therapy - Email: [SLTinfo@walsall.nhs.uk](mailto:SLTinfo@walsall.nhs.uk) - Tel: 01922 605400

Link to Walsall's Local Offer can be found on the Family Information Service - <http://www.mywalsall.org/fis/sen-reform-newsletter>