

What is the Local Offer?

The LA Local Offer

The *Children and Families Bill* came into force in September 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. This can be found at: www.derby.gov.uk/education-and-learning/special-education-needs-disabilities

SEN Information Report

If you are concerned your child may have a Special Educational Need or Disability it is important to speak to your child's class teacher and share your concerns with him or her. You can also speak to Mrs Spooner who is the school's Special Educational Needs Coordinator in order to discuss and address your concerns further.

We aspire to provide an inclusive learning environment where children are able to access a curriculum that meets the needs of all learners. We have high expectations of all children and we endeavour to offer excellence and equality of opportunity to all our children regardless of abilities, needs and barriers to learning.

The kinds of SEN that are provided for at our school

We are a Primary School with a Nursery and we admit children from 3-11. We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being and academic success. As a nurturing school, we pride ourselves on knowing our children really well in order to offer the best possible provision.

We have the advantage of the site and building being on one level and full wheelchair access. We can also offer hoisting and changing facilities.

How we identify children with SEN and assess their needs

If your child is identified as not making progress or they are finding aspects of their learning challenging, the school will set up a meeting to discuss this with you in more detail and to

- listen to any concerns you may have.
- plan any additional support your child may need.
- discuss with you any referrals to outside professionals to support your child.

How we consult with parents and involve them in their child's education

You will have the opportunity to meet with the class teacher or SENCO at any point to discuss your child's education by arranging a meeting. There will also be parent's evenings twice a year with written reports in the autumn and spring terms and a statement of results at the end of the academic year. These are opportunities for you to discuss your child's learning. Other meetings will be arranged throughout the year to discuss Individual Education Plans (IEPs) and to set new targets. We value your views and want to work in partnership with you for the benefit of your child. However, if at any point you are concerned about your child's academic progress or emotional well-being then please arrange to see your child's class teacher in the first instance.

How we consult children with SEND and involve them in their education

Children share in setting targets and reviewing them so they are aware of their next steps and what they are working towards. This will usually be done with their class teacher or the SENCo. Older children may be invited to attend review and target-setting meetings.

How will school prepare and help my child when joining the school or when they transfer to another setting?

We have robust systems within school for transitioning children between classes at the end of the academic year. Planned into the summer term are opportunities for receiving class teachers to go and see their new class and discuss children's needs with the current class teacher. If the children are moving to a new school then we plan visits. If a new pupil is admitted to us then we also encourage visits. For children who may have additional or Special Educational Needs then we may facilitate phased transition to help your child to get used to their new surroundings. This is also a useful time for the staff to get to know your child well, make assessments and talk to parents to ensure that we have the best possible long-term provision in place.

For children identified as having ASD then we write Social Stories as part of the preparation for the changes ahead.

If we are receiving a pupil from another school, wherever possible we will go and see the child in their old setting and talk to key members of staff such as the class teacher, teaching assistant and the SENCo. All relevant paperwork is passed on and the child's individual needs are discussed and understood.

Our approach to teaching children and young people with SEND

The children identified as having SEND are taught within mainstream classrooms with their peers wherever possible. If it is a recommendation by an outside agency such as the Educational Psychologist, we may teach your child in a different group in order to meet their learning needs.

We follow:

- ✓ Assess
- ✓ Plan
- ✓ Do
- ✓ Review.

In order to make sure that work is rightly matched to move children forward, planned with the end in mind, carried out by the children under the careful eye of a teacher and then reviewed to assess the impact of the work undertaken. The next steps will then be identified and so the cycle begins again.

Within the classroom, teaching and resources are differentiated to maximise learning. We are fortunate in that we usually have at least 2 teachers in each classroom for all morning sessions and work is tailored to meet the needs of individual learners.

All staff liaise with the SENCo on a regular basis to ensure that the provision is meeting the children's individual needs.

Provision, targets and outcomes are discussed at least on a termly basis and a new IEP might be written.

The expertise and training of staff to support children with SEN and how we secure specialist expertise

- The SENCo has successfully completed the National SENCo Award which is a nationally recognised qualification and a requirement of OfSTED.
- She has also had additional training in Developing Children's Language, Autistic Spectrum Disorder, Manual Handling, Dyslexia – reading, writing, spelling and dyscalculia and Read it, write it.
- The SENCo's job is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Specific Learning Difficulties.
- The SENCo regularly undertakes training in order to gain knowledge, skills and expertise that are then shared with relevant staff.

How we evaluate the effectiveness of the provision made for children with SEND

The SENCo and SLT meet each week and SEND is on the weekly agenda. Throughout the term members of the SLT will undertake lesson observations, learning walks and work scrutinies in order to collect evidence of the impact and effectiveness of the provision.

How children with SEN are enabled to engage in all school activities

All children are included in all aspects of school life including after school clubs. All clubs are accessible to all children. Where it is deemed necessary, additional adult support is put in place to assist a child or group of children.

When going out of school for a trip, full risk assessments are carried out to ensure the health and safety of all pupils.

Additional adult support is provided as identified by the risk assessment.

Support for emotional and social development including pastoral support, listening to the views of the children with SEND and measures to prevent bullying

We provide enrichment opportunities and a balanced curriculum to promote children's well-being. At Grampian Primary Academy we provide pastoral support for children who may be struggling with emotional and social difficulties through our Pupil and Parent Support Manager, Miss. Wilcock or accessing outside agencies for advice, support and training.

How the school involves other agencies including Health and Social Care, local authority support services and voluntary organisations in meeting children's needs and supporting their families

We work closely with a range of outside agencies in order to meet the needs of our learners. Currently these include:

- ✓ Educational Psychologist
- ✓ School Health
- ✓ Specialist teachers e.g. physical impairment, ASD etc.
- ✓ GP
- ✓ Community Paediatrician
- ✓ Clinical Psychology
- ✓ Speech and Language Therapist
- ✓ Physiotherapist
- ✓ Occupational therapist
- ✓ Child and Adolescent Mental Health Services (CAMHS)
- ✓ Social Care

Arrangements for handling complaints from parents of children with SEND about the provision made in school

Parents who have a complaint regarding the school's SEND provision should contact the SENCO in the first instance. Should the matter not be resolved they should contact the Head Teacher, and finally the school's Governing Body following the Complaints procedure, a copy of which can be obtained from the school office.