

Local Offer

Addingham Primary School

6/1/2017

Reviewed by the School Improvement Committee – Next Review Date June 2019

Senco – Mrs N Wade



Addingham Primary School – Local Offer

SENCO: Mrs Nicola Wade

SEN Governor: Mrs Anna Robinson

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Named Persons for Child Protection: Miss Hilary Cave (Head teacher); Mrs Nicola Wade (SENCo) ; Mrs Vicky Whittingham; Miss Lisa Newton (Assistant Head Teachers)

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▪ **How does the setting-/school-/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

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- We receive information from pupils' parents or carers, previous settings, and also health care professionals where appropriate.
- The progress of all pupils is monitored regularly by class/subject teachers, SENCO and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.
- If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate.
- We follow the statutory guidance set out in the Code of Practice to which schools must adhere, and which provides the definition of 'Special Educational Needs.' <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

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We refer to the Bradford Local Offer <http://localoffer.bradford.gov.uk/> in order to assess the level of the specific need in terms of range, and to ensure we are providing the correct level of provision and support as recommended by the LA .

2. How will early years setting-/school-/college staff support my child/young person?

- When the school identifies the need for additional support or intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. 'Additional intervention' includes any intervention which is **consistently** required to address a specific need and which is beyond that received by the majority of pupils in the class. It also includes any group work which will be undertaken over a period of sessions. This intervention does NOT necessarily mean a child has Special Educational Needs; in most cases it is delivered as a part of our 'quality first' provision to target specific areas of development for particular children at the time.
- If the pupil meets the criteria for special educational needs or disabilities (SEND), as outlined in the Code of Practice, a provision map perhaps attach an example one in appendices so that a parent/carer knows what to expect will be created by the class teacher, with support from the SENCo detailing the exact support the pupil will receive.
- It is the role of the SEND Co-ordinator to oversee the effectiveness of the provision offered by our school to meet the needs of pupils identified with SEND.
- Our school has a range of interventions in place which may be used when we identify a need for additional support. Provision is tailored to the needs of the individual child and so will naturally vary depending upon the specific needs of each child.
- We (class teacher, SENCo, leadership team) will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
- Advice will be taken from external agencies where appropriate, and specialist staff from their services may come into school and become involved with the individual in line with assessment of needs or with

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addressing a particular need. Parental/[carer](#) permission will be obtained prior to any outside agency becoming involved with a specific child.

- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report each term from the SENCO on the progress of pupils with SEND.
- Our School Improvement Partner and OFSTED inspectors will also check that pupils with SEND are well supported and that their progress is satisfactory.

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3. How will the curriculum be matched to my child's/young person's needs?

- It is clearly understood by staff at Addingham Primary School that children do not all learn in the same way. Teachers and other staff are highly skilled in employing a range of teaching and learning strategies which enable them to meet the needs of all children.
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.
- Teachers are required to plan their lessons to meet the needs of all pupils and allow them to make progress and achieve their individual targets. This is done by differentiating the provision in order to meet the needs of the individuals and groups within the classroom. For example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.
- Group work or [one-1](#) to- [one1](#) work will also take place where appropriate. This may take place outside the classroom for a short period in order to access resources elsewhere and- ~~/ slashn spaces/~~ or reduce distraction. Sometimes this is continual; sometimes it is a specific programme lasting a set number of weeks or sessions.
- Classroom environments will be created and adapted to help individuals with a range of needs and abilities to develop independent learning skills, for example a visual timetable, drawer labels with pictures.
- Individual targets will be set for the children ~~in Maths and English just~~ Maths and English? Is it across the curriculum including core subjects? as standard across the school. These will be written and discussed with the

pupils and reviewed regularly. Where the need is behavioural or social, or linked to a particular need, specific targets will also be set and a system set up to help the child achieve the goals. In this instance the class teacher will share these with the parent.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- Annual reports and once termly Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties.
- When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting should you wish.
- Parents are welcome to meet with the class teacher at any point through the year. Appointments can be made via the school office. The SENCo will also attend this meeting where appropriate.
- Home / school links include the reading records and homework diary. Written communication can also be passed to the adult at the external door before or after school. Where there is a need for daily communication for example regarding medical or behavioural needs, a home/e-/school ~~no spaces between slash~~ communication book can be set up with the class teacher.

Occasionally throughout the year we hold specific information evenings which we invite parents to attend. Previous examples include an introduction to the school for our new starters; a phonics information evening; a guide to the methods of teaching calculations in mathematics and an internet safety session.

5. What support will there be for my child's/young person's overall well-being?

- The well-being of all of our pupils is our primary concern at Addingham Primary School. They are supported with their social and emotional development throughout the school day, through the curriculum and

extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.

- Additional support from specialist staff is arranged as required for individual pupils, both in and out of the classroom; and with their guidance a tailored personal plan may be put in place for pupils with the highest need - for example those requiring a care plan for intimate care or specific medical requirements. ~~This is done~~ [in reference to the statutory guidance.](#)
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- Medical conditions policy
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.
- Pupils' views are sought through school council and other forums and acted upon where appropriate.

6. What specialist services and expertise are available at or accessed by the ~~setting/g/school/L/college?~~ [No spaces](#)

- All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
- Educational outside agencies include: Educational Psychology (EPS); Behaviour Support (BS); ~~Learning Difficulties~~ [Cognition and Learning Team](#) (LD) Specialist health services such as Speech and Language Therapy (SALT); Occupational Therapy (OT); Physio-therapy (PT); Child and Adolescent Mental Health (CAMHS) and other health professionals. We also work alongside services such as Social Services, Adoption and Fostering service and local support and community groups for a range of needs, including the Autism Hub based at All Saints' Primary School.

In some cases it is necessary to bring multiple agencies together around a table to assess, review and plan how best to meet the needs of a particular child or family. In this instance we refer to the Early Help Gateway, where the referral is triaged in order to access agencies. Parental consent is required for this referral to be made. As part of a group of local schools we employ a ~~Common Assessment Framework~~ manager to liaise with agencies and organise, chair and minute the multi-agency meetings, using the Common Assessment Framework. This is now the Early Help Gateway. Referral goes there and then triaged in order to access agencies. Parental/carer permission required for this process.

7. What training have the staff supporting children and young people with SEND had, or are having?

- We regularly invest time and money in training our staff. This training is provided at 3 different levels:
 - To improve provision for all students
 - To develop enhanced skills and knowledge to deliver short term support interventions or use specific equipment
 - Specialist training for individualised support and interventions.
- Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher, and receives on-going SEN training in specific areas. In addition to the LA training, SEN Coordinators from across the area maintain regular contact and meet several times a year as part of the 'Two Valleys Collaborative' in order to undertake training, share resources, good practice, and work to continually support and improve the provision we can offer in our area and our school.
- All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs.
- Several members of staff have undertaken specific training, including the use of hearing equipment, diabetes management, manual lifting and hygiene, Autism, behaviour management and bereavement counselling.

The majority of staff undertake annual training in the emergency use of epipens, and we have several members of staff who are trained in paediatric first aid. We work closely with the school nursing team and other health colleagues to ensure

the appropriate staff are knowledgeable of conditions which require specific medical or physical assistance in school.

8. How will my child/young person be included in activities outside the classroom including school trips?

- Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning, and may be asked to attend the visit.

9. How accessible is the setting/g/school/L/+college environment? No spaces

- We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
- We monitor the languages spoken by families in our settings and will endeavour to arrange for translator support where necessary.
- Our setting is mainly on one level. We have a wheelchair lift to allow access to the main hall, and removable wheelchair ramp for access in and out of the main door. Other entry/y/y/+exit points are accessible by wheelchair.
- We have a disabled toilet/L/+hygiene room.
- The school aims to create a visually stimulating, sensory and auditory environment in which children with SEND can thrive. Adaptations have been made to the building to improve conditions for children with specific needs and difficulties e.g. handrails, specialist seating etc.
- Funding for specialist equipment is shared between the school's own budget allocation; the LA top up provision and Health professionals; all who work closely together to ensure appropriate provision is made.

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10. How will the setting/g/school/L/+college prepare and support my child/young person to join the setting/L/+school/L/+college, transfer to a new setting/L/+school/L/+college or the next stage of education and life?

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- We have very good relationships with our feeder settings and the settings that most of our pupils move on to; we share information to support pupils' learning and well-being at key transition periods.
- Our local pre-school settings are invited to bring the children to occasional assemblies throughout the year, as well as on their official welcome visits, and our staff visit the children at their pre-school setting prior to moving school. Pre-school staff set up meetings with our staff and parents of children with specific needs prior to starting at Addingham Primary.
- Children with special educational needs will be given additional opportunities prior to transfer to become familiar with any new setting by making visits, having a photographic record of key people and places within any new building. Parents and carers are involved in this process at every stage and accompany their child for as many visits as they wish.
- Transition meetings are held well before any transition points and may involve a team around the child, involving parents, current staff, external agencies and new personnel from the next setting or school. Comprehensive records are passed on to the SENCO of the next school.
- We participate in the transition programmes run by local secondary schools including Ilkley Grammar School's SAS (Student Ambassador Scheme) and annual multi-school sports day.

11. How are the setting's/~~the~~ school's/~~the~~ college's resources allocated and matched to children's/~~the~~ young people's special educational needs?

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- The school receives a budget to support the needs of children with SEND. In addition a child's need may be significant and complex and require high needs funding which is provided by the Local Authority (known as top up funding). The funding is used in a variety of ways e.g. purchase of specialist resources and equipment; employment of staff to provide intervention programmes, staff training etc. [This funding is in addition to Pupil Premium. Schools are funded to support children with presenting needs from Range 1-3. Additional funding is sourced through the EHCA when needs are presenting at Range 4 or above. More information on funding can be found here:](#) <https://localoffer.bradford.gov.uk/Content.aspx?mid=25> ~~(please see Range guidance or put on link). Funding is dependent upon the pupil's needs and will vary throughout the ranges. (Perhaps put in link to Range funding?)~~

- The SENCo maintains information on the progress and welfare needs of children with SEND. The funding is managed by the Head Teacher, ensuring the funding available is spent wisely to support the needs children who require additional support.

Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.

12. How is the decision made about what type and how much support my child/young person will receive?

- Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to decide upon the appropriate provision and deliver this in the first instance. This includes grouping children for work such as handwriting, times tables, reading or spelling for example.
- Should significant additional classroom support be required for an individual, such as regular and specific 1:1 or group work, e.g. Early Literacy Support, motor skills, social / speaking and listening groups, this is undertaken after consultation between the teacher, the pupil and their families if necessary. This is also part of 'quality first' provision in our classrooms and takes place on a daily basis in every classroom in school in one form or another. Very often, targeting the specific area of difficulty for a time can make all the difference to a child who is struggling, particularly in the earlier years. The SENCo and leadership team monitor the pupils who are undertaking this type of intervention to check the desired outcome is being achieved and progress being made.
- Where classroom based intervention is not achieving the desired outcome within the time frame, progress is not satisfactory or the child meets the definition of having Special Educational Needs, then additional steps will be taken. At this point the Head teacher and SENCo will also become a part of the decision making process along with the class teacher, and of course, the family. The 'Local Offer' from Bradford LA provides guidance as to the support which should be implemented. External support may also be sought at this point.
- A child will be added to the school register of SEND by the SENCo only after consultation with other staff and parents, and after close monitoring of progress and needs. There will then be additional meetings across the year with the SENCo, and the head teacher and other agencies when

required, to discuss and review the provision and make any further decisions together.

13. How are parents involved in the setting/school/college?

- We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. In the first instance, the child's class teacher should be the first point of call. Alternatively you may contact the SENCo or Head teacher.
- Our staff have a visible presence at the external doors at the beginning ~~and~~ end of the day, and will pass on messages or concerns to the classroom staff inside the building. Appointments can be made to meet with teaching staff or the SENCo at any point during the year to discuss concerns; this should be done via the school office.
- Parents and carers are invited to become involved in school-life through a number of means e.g. through the Friends of Addingham Primary School (FAPS) group, and there are on-going invitations to school events throughout the year such as information evenings, assemblies and sports days.
- Our SENCo welcomes parent and carer input which can in any way help us to support individuals or families in our community. Examples of this include parents attending and contributing to staff training where specific medical care is required for their child, or passing on contact details of local support groups which may help others.
- Our Governing Body includes Parent Governors/representatives.

14. Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo. Please leave messages or make appointments via the school office.

SENCo: Mrs Nicola Wade

Head Teacher: Miss Hilary Cave

Office: 01943 830298

Email: mail@addingham.bradford.sch.uk

School website: www.addingham.bradford.sch.uk