

LOCAL OFFER PATCHAM JUNIOR SCHOOL

1. How does Patcham Junior School know if children need extra help? And what should I do if I think my child may have special educational needs?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, the pupil's previous school or outside agencies
- there is lack of progress
- poor test scores
- there is a change in the pupil's behaviour
- a pupil asks for help

2. What should a parent/carer do if they think their child has SEN?

- If you are aware of your child's specific need before they enter the school let the school know when you first visit.
- Once your child has been offered a place ask to meet with their class teacher and the SENCo so that more detailed discussions about any extra provision can be carried out.
- If you have concerns about possible SEN, when your child is in school, talk to their teacher at the end of the school day who can make an appointment to meet with you.
- If you are not available at the end of the school day ring the school office and arrange a telephone appointment with the teacher.
- You can also ask the school office for an appointment with the school SENCo.

3. How will the school support my child?

- The class teacher will oversee, plan and work with each child with special educational needs (SEN) in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents during parents meetings.
- The class teacher will meet with parents on in the autumn and spring term as part of Parent's evening to discuss your child's needs, support and progress. Extra meetings can be requested by the parents and the teacher.
- Our Deputy Head teacher and SENCo and oversee all support and progress of any child requiring additional support across the school.
- If your child is in a small intervention group outside the class a letter will be sent home at the beginning and end of the intervention.
- For further information the SENCo is available to discuss support in more detail.

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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

- Learning support assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors. Extra equipment may also be recommended by services who work with the school such as the speech and language therapist, the occupational therapist etc.

5. How do both parents and the setting know how a young person is doing (monitoring and reviewing)

- You will be able to discuss your child's progress at Parents Evenings.
- You have opportunities to look at your child's work through open evenings.
- Your child's class teacher will be available at the end of day if you wish to raise a concern. Appointments can be made to speak in more detail to the Class Teacher or SENCo by visiting the school office.
- Individual Education Plans (IEPs) are sent home regularly. Targets are usually set by the class teacher. Parents/carers and the child are encouraged to contribute their input to be included on the IEP.
- Reports are sent home in the summer term.

6. How do you support parents/carers to support their child's learning?

- The class teacher will suggest ways of supporting your child's learning at parents' evenings.
- Mrs Spencer-Smith, the SENCo may meet with you to discuss how to support your child.
- Mr Rodericks may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions are normally provided that can be used at home.
- Parent/carer workshops and coffee mornings are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged. e.g. dealing with disobedience

7. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the Class Teacher, Deputy Head teacher and SENCo are available for pupils who wish to discuss issues and concerns.
- All children are supported through personal, social and health education (P.S.H.E) lessons in class.
- Social skills groups and circle of friends groups are run when there is a need.
- Pupils who have problems at lunchtime are able to sign up for time to talk. Games and activities are made available to help provide the pupils with social skills to enable them to form friendships. Playground buddies from Year 6 are trained to support other students.
- Our school counselling service is provided by Dialogue. Sophie Fletcher, our school counsellor works across all three Patcham Schools to provide continuity of support for pupils in need of counselling support.

- We have a vulnerable pupil register administered by Mr Rodericks. This is for monitoring the progress of children who have additional needs related to their backgrounds.

For pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- All staff receive annual 'Epipen' training delivered by the School Nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Care Plan is in place to ensure the safety of both child and staff member.

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

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.

9. How will the school prepare and support my child when joining our school or transferring to a new school?

Patcham Junior School understands what a stressful time moving schools can be, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- Mrs Spencer-Smith the SENCo meets with the SENCo at Patcham Infant School in the summer term.
- Year 2 pupils have a pen pal from Y3 who will meet them before they visit and show them the playgrounds and answer any questions they have.
- Year 2 pupils attend a transition day where they spend the day with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- There is a new parents meeting where parents have the opportunity to meet the new class teacher.
- Mrs Spencer –Smith and Mr Rodericks are always willing to meet parents/carers prior to their child joining the school.
- Year 6 pupils will have PSHE lessons in the summer term where there will be focused transition work and they will be given the opportunity to ask questions about moving on to High School.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Spencer-Smith meets the SENCos from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting is arranged with the secondary school SENCo, the parents/carers and where appropriate the pupil.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Following completion of an assessment such as a speech and language or educational psychologist assessment further support or resources may be allocated to your child.
- Individual Pupil Premium payments are used to support certain pupil's learning. This is monitored by Mr Rodericks, the Deputy Head teacher.

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

- When the children join the school support is allocated on the information provided by the feeder school. Usually, in consultation with their year group and the SENCo, the Year Group Leader organise small groups to support in class or in other focus groups tailored to the pupils needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged. Letters will be sent home to inform parents of this support at the beginning and the end of the intervention.

12. How are parents and children involved in the school?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the Class Teacher
- Discussions at parents' evenings
- Discussions with Mrs Spencer-Smith, Mr Rodericks or other professionals.
- Parents are encouraged to comment on their child's Individual Education Plan (IEP) with possible suggestions that could be incorporated.
- Pupils have opportunities to be involved in the school through school council and being playground buddies.
- Parents are encouraged to help in the school through reading with individual pupils, helping on trips and through involvement with Patcham Junior School Association (PJSA) which raises funds for school.