

# Ocker Hill Infant and Nursery School Local Offer

Date: Academic Year 2017-2018



This document is designed to set out clearly  
how Ocker Hill Infant and Nursery School  
meets children and young people's special  
educational needs.

In this document you will find..

- Our Universal Offer.
- Additional support universal offer
- Education, Health Care plans.
- Further information

# Universal Offer

This is what Ocker Hill Infant and Nursery School offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- The school informs you about their policies and approaches to learning, including how they work with children who have learning difficulties.
- The school welcomes you and your child and take the time to discuss your child's needs before they start school.
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- The school should be able to tell you about the programmes which they are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy.

- The teachers who teach your child are able to accurately assess the level at which he/she is learning from levelling pupils using the Early Years Foundation Stage Developmental stages, P level (P levels help to measure progress for children who are working below the expected standards for the National Curriculum. )
- The teachers who teach your child are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- The school will keep you informed about how your child is progressing twice per year and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person you should always know how well you are

- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour , or need support to develop social and physical skills. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful. These interventions are sometimes at a level called Wave 2. The school will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make. They will meet with you at least twice a year to discuss progress.
- The school may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- The school will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs and Disabilities Coordinator Sendco may talk

# Additional SEND Support Offer

The Local Authority provides every maintained school with funding that is different for each school, but is to support children with SEND. The amount of funding means that most children's need for support and interventions can be met without the need for a Statement or Education, Health and Care Plan. What you could expect to see in the school is set out below.

- The Government expects that children should make good progress each year within Key Stage One and a Developmental band completion for each year in Early Years. The school should discuss with you how their intervention programmes are helping to achieve these longer term goals and, if progress is slower, why this might be.
- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the school using all the strategies outlined at the Universal Offer then

- The school will continue to offer all the support and teaching strategies available at the Universal Offer level. The school will be able to tell you what programmes they have to support reading, writing, maths and emotional/behavioural difficulties and physical difficulties that they assess will support your child.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language , moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.
- The school will ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that the school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests.

- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. The school will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- You will be informed about the programme or programmes to be used, why they have been chosen and what progress they are expecting your child to make.
- If your child has made progress then the school will discuss with you:
  - whether there needs be a further period of intervention;
- if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
  - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the school should consult with outside agencies to seek further advice on strategies and programmes.
- If the outside agency make an assessment, you will be invited into the school to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.
- These measures should ensure that your child makes progress at the best possible rate but the school will continue to review the programmes used and meet with you as a parents and should offer you a meeting at least once a term.
- If you are not happy about your child's progress ask for further meetings with staff in the school and outside agencies to ensure that you have confidence in the provision.

# Education, Health and Care Plans

Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education Health and Care plan. If the LA agrees to begin the process; an EHC plan takes 26 weeks to complete. Your child will continue to be supported from the school's SEN resource while the EHC plan is completed.

- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an Education Health and Care plan due to the complexity of their need.
- The Education, Health and Care Plan will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in school will access additional professional development in order to ensure that they have the skills to teach your child. Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Single School Based Category of SEND which are appropriate to their learning needs
- Many children who need an Education, Health and Care plan will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHC plan is developed.
- The school will keep you informed about the progress your child is

# Further Information

- For further information please refer to the Local Authority's Local Offer on the Sandwell Education Website and to the DfE publication, 'Special educational needs and disability - A guide for parents and carers.' (August 2014)
- [Accessibility Plan](#)
- [Admission Policy](#)
- [Pupil Premium Report](#)
- [Complaints Policy](#)
- [Medical Needs Policy](#)
- [SEND Information Report](#)
- [SEND Policy](#)