

Fair Furlong Primary School Local Offer 2018-2019



Fair Furlong primary School is an outstanding school where all children are valued and supported to be the 'best they can be'. Sometimes children may need extra help and support to do this. First and foremost we pride ourselves on high quality teaching but at times further additional support and interventions may be needed to help children achieve their best.

What should I do if I think my child has special educational needs or disability (SEND)?

At Fair Furlong Primary School we pride ourselves on building positive relationships with parents. We are always open and honest with parents and we want parents to feel able to do the same with us.

If you are concerned about your child's progress, attainment, emotional wellbeing or overall development then please come and talk to us. It is important that you talk to your child's class teacher first and then they will liaise with the Inclusion Leader. However, if you prefer you can ask directly for an appointment with the Inclusion leader or a senior leader and appropriate follow up will be made.

How does the school identify children with special educational needs?

At Fair Furlong Primary School the progress of all pupils is monitored regularly by class teachers and SLT (Senior Leadership Team) enabling the school to quickly identify anyone not making expected progress in a particular area, including emotional development. In addition children may be identified as having SEND in a variety of other ways including the following:

- Concerns raised by a parent/carer
- Liaison with the child's nursery school/ previous school
- Liaison with outside agencies or other school support staff e.g. a speech and language therapist
- Health diagnosis from a paediatrician

The school will always gain parental consent before involving outside agencies in diagnosing a child's learning difficulties.

Who will oversee, plan for and work with my child?

- Your child's class teacher will oversee, plan and work with each child with SEND in their class to ensure they are making progress in every area of the curriculum.

- Our Inclusion Lead oversees all the support that is offered to children requiring additional support across the school.
- There may be a T.A. (Teaching Assistant) working with your child either individually or as part of a small group.

Who will explain this to me?

- Your child's class teacher will meet with you at least three times a year (this could be as part of a Parent's Evening) to discuss your child's needs, support and progress.
- The support your child will be given and how often it will happen during the school week will be explained to parents by the class teacher at these meetings.
- You will also be offered a meeting with the Inclusion Lead three times a year (this could also be part of a Parent's Evening).

How are the school governors involved and what are their responsibilities?

- The Inclusion Lead reports to the school governors to inform them about the progress of children with SEND; the report does not refer to individual children and confidentiality is maintained at all times. The governor responsible for SEND meets regularly with the Inclusion Lead. They also report to the governors to keep them all informed.
- The governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make sufficient progress.

How will the school support my child's education?

- Fair Furlong has in place a range of interventions and support strategies that could be used when there is an identified need.
- If a pupil meets the criteria for SEND, an IEP (Individual Education Plan) will be created setting out the exact support the child will receive. A copy will be shared with parents/carers.
- The support may be class based or in the form of small group intervention. For a small minority of cases children may follow individual programmes of work for part of the school day.
- Any intervention will be closely monitored to ensure it has the impact expected. At any time this support may be amended or changed if deemed necessary.

How will the curriculum match my child's needs?

- All teachers have information about each individual pupil and their specific needs. This enables them to plan the learning within the curriculum to ensure all children are able to make progress.
- Every lesson plan will include differentiation for groups and individuals whether they have identified SEND or not.
- Where outside agencies are involved with a child, advice and support from them will be used to make reasonable adjustments to meet specific needs.

How will I know how my child is doing and how will you help me to support my child's learning at home?

- Parent's evenings across the year and school reports give regular feedback on a child's academic achievements and progress. This will include reference to any emotional, behavioural or social difficulties a child may be experiencing.
- We offer an open door policy. You are welcome to make an appointment to meet with your child's class teacher or the Inclusion Leader any time to discuss how your child is getting on. We can offer advice and practical ideas for how you can support your child at home.
- If your child has complex SEND or an Education Health and Care Plan (EHCP) then a more formal meeting will take place to discuss your child's progress and a report will be written which you will receive a copy of.

How will the school know how well my child is doing?

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress against National Curriculum expectations from entry in Nursery or Reception through to the end of Year 6 using Target Tracker.
- Children who are not making expected progress are picked up through pupil progress meetings with SLT. In these meetings the needs of individual children are discussed and information about children who may need additional support is then passed on to the Inclusion Lead who may arrange for alternative/enhanced provision to be put in place for the child if it is deemed appropriate.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after all our children.

- Emotional and social development is supported throughout the school day through the curriculum and our strong values system, extra-curricular activities and whole school initiatives. PSHE (Personal, Social, Health Education), Jigsaw curriculum and our programme of wellbeing support are integral to our school and it's curriculum.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Your child's class teacher is therefore your first point of contact if you have concerns about your child's well-being.
- If further support is required the class teacher liaises with the Inclusion Lead and or Family Link Team. This may mean involving outside agencies. We will always seek parental consent before we make referrals to outside agencies.
- The Family Link Team are able to support all children (including those who could be termed as vulnerable) and their families during the school day.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration of medicines on the school site (see policy on website).
- Parents need to contact the school office if they need to take a prescribed medicine and the administrative staff will ensure the correct procedures are followed, forms are completed by the family and the children are supported.
- As a staff team we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Care plans are in place for all children with long term medical conditions/ needs.
- Staff receive First Aid training which is regularly updated.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a positive approach to behaviour management with a clear reward system that is followed by all staff and pupils (see Good Behaviour Policy).
- Attendance of every child is closely monitored. Lateness and absence are recorded and reported to the Head Teacher. If parents are struggling to get their children to school regularly and on time then we offer support. Our Family Link Worker is able to offer personalised support to ensure all children attend school for at least 95% of the year.

How will my child be able to contribute their views at school?

- We are a Rights Respecting school. We value and celebrate each child's ability to express their views on all aspects of school life. This is usually carried out through our School Council which has an open forum for any issues or viewpoints to be raised.
- Children have an opportunity to discuss their IEP with their class teacher and state their own views on the additional help they feel they need.
- Children have one to one sessions with all teachers annually to discuss pastoral and emotional needs.
- A pupil survey is undertaken by every pupil to help identify any emotional or social issues.

What training have the staff supporting children with SEND had or are currently having?

- Our teaching staff and support staff are highly skilled and trained in meeting the needs of children with SEND. The training they receive is ongoing and this may include sessions around supporting a specific need or disability.
- All teachers hold qualified teacher status.
- The Inclusion Leader is a qualified and experienced teacher who regularly attends training to ensure practice is current and relevant.

How will my child be included in activities outside the classroom, including going on school trips?

- Every child is included in every aspect of the curriculum and we aim for all children to be included on school trips.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety is not compromised. In the

unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school?

- Regrettably our school does not have level access. However we do have an accessibility plan (see accessibility plan attached).
- We liaise with EMTAS (Ethnic Minority Traveller Achievement Service) who assist us in supporting our families with English as an additional language.
- We ensure a rich learning environment for all learners with positive role models and culturally wide images and resources.
- Individual resources are adapted as required.

How will the school prepare and support my child when they join and or transferring to a new school?

- We encourage all new children to visit the school prior to joining us. EYFS has an induction programme to ensure children make a successful transition into school. For children with SEND we would encourage further visits
- If a child with SEND is transferring to us from another setting we will always endeavour to visit them at their current setting. If this is not possible we will liaise closely with the child's current setting to ensure a smooth transition.
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, enhanced transition arrangements are put in place.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs or an EHCP a meeting will be held to plan transition which we will invite staff from both schools and any outside agencies involved in supporting your child to attend.

How are the schools resources allocated and matched to meet children's SEND needs?

- We ensure that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available.

- Fair Furlong receives funding to support children with SEND and their needs are met from this budget. The children who have the most complex needs are given the most support often involving an T.A.
- If the cost of a child's needs cannot be met within this additional funding can be applied for through 'Top up Allocation'
- Under the SEND code of practice an EHCP may identify additional costs. Parents will have a say in how finding is allocated and may be eligible for a personal budget. This must fund an agreed plan.
- Finances are monitored and audited regularly to ensure resources are appropriately utilised and offer value for money.

How is the decision made about what type and how much support my child will receive?

- Ongoing discussion with parents will take place with the child's class teacher and the Inclusion Leader.
- The class teacher alongside the Inclusion Lead will discuss the child's needs and what support it would be appropriate to put in place.
- Different children will require different levels of support in order to bridge the gap to achieve age related expectations.

How will we know if the support that's been put in place has had an impact?

- By reviewing children's targets on IEPs and ensuring they are being met.
- By checking if the child is making progress academically against national/age related expectations and the gap is narrowing - they are catching up with their peers or age related expectations.
- Children may move off the SEND register when they have 'caught up' or made sufficient progress.

Who should I contact if I am considering whether I would like my child to join the school?

Contact the school admin. team on 0117 3772181 to arrange to meet the Head Teacher; the Deputy Headteacher or the Inclusion Leader, who will willingly discuss how the school could meet your child's needs. Email to fairfurlongp@bristol-schools.uk