



Local Offer

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Roby Park Primary School

Children and Families Bill 2013

The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Part of the reform programme is the requirement for schools to publish a 'local offer' of support.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This is a list of terms that may be useful to you in relation to Special Educational Needs and Disabilities.

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
IEP	Individual Education Plan
LM	Learning Mentor- supports children with social, emotional, behavioural and attendance needs.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
EHCP	Education Health and Care Plan
SALT	Speech and Language Therapy/Therapist
SEN	Special Educational Needs
SEND Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs and disabilities.
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs.

We have set out our 'local offer' through a series of questions through which you can get more information.

Special Educational Needs and Disabilities Local Offer

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs (SEN)?

- All pupils are assessed and progress in English, maths is monitored and tracked closely. Any concerns about progress are identified early and acted upon. This may mean small group work or intervention programmes.
- Any additional support is evaluated and reviewed and progress is monitored.
- If your child is new to our school, their progress will be discussed with you as the child's parent/carer. We will also contact your child's previous school/nursery to gain information in relation to your child's progress in that setting.
- If you have any concerns or you think your child may have an additional need, then you can make an appointment to speak to the class teacher.
- The class teacher will discuss any concerns with the Special Educational Needs Co-ordinator (SENCo) Mrs Lyon, and/or the Head Teacher, Mr Hatton. Any actions will be discussed with you.

2. How will school staff support my child?

- All teachers use high quality teaching and adapt to suit the needs of all children. Intervention programmes and additional group work will be used to support any child whose progress is a cause for concern.
- Throughout the school staff are trained in a number of learning and behaviour support strategies to meet your child's needs.
- If, after further support, your child still requires additional support they may be placed on the school SEND list. You will be informed of this decision and will be an active participant in any decisions that are made.
- As part of this process, a Personal Provision Plan will be created for your child that targets their specific needs. This will be written by the class teacher in conjunction with you and your child. These are reviewed and modified regularly. Frequency and type of support will depend on your child's needs.

3. How will the curriculum be matched to my child's needs and how will I be informed of the progress they are making?

- The school recognises that children are at different levels in their learning and learn in different ways and in order to meet the needs of all pupils, staff deliver the curriculum in different ways.
- A wide and varied curriculum is delivered in a way that meets the needs of visual, auditory and kinaesthetic learners.
- Small group interventions and individual support is used where needed and is delivered by trained staff. Teachers monitor the effectiveness of any additional support.
- We understand that the children learn at their own pace so we closely monitor progress through Personal Provision Plans (PPP's). You are invited to contribute to your child's PPP and we will inform you of progress and targets in review meetings.

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

Pastoral Needs

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

- Class teachers
- Learning Mentor – individual and group sessions

Medical Needs

- School Nurse 'Drop in' sessions
- First Aiders
- Trained Defibrillator staff
- Long term medication (more than 1 week) can be delivered by a trained Senior First Aider after a Medicine Consent form has been completed.
- Named Safeguarding Officers
- All staff are trained in child protection and are responsible for ensuring your child's safety.

Behaviour Needs

- School has a detailed behaviour policy that focuses on rewards and sanctions. Additional levels can be added to this such as a 'Behaviour Card' that becomes a home school dialogue to support behaviour.
- Attendance is encouraged through a reward system and by a balanced and creative curriculum that encourages motivation.
- Attendance is closely monitored and supported by the School Attendance Service.

Your child's views will be heard and recorded on PPP's and at review meetings.

5. What support do you have for me as a parent to support my child?

- There are various Family Learning sessions that you can attend throughout the year.
- We will sign post you to any additional sessions such as Parenting Courses or support groups that may be appropriate.
- Class teachers, Senior Leaders and the Learning Mentor are available to offer support and guidance.

6. What specialist service and expertise is there available at or accessed by the school to support my child?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Safeguarding Officers
- Educational Psychologist
- Inclusion Support Worker
- Specialist Education Outreach team
- Inclusion Team
- Social Care
- Speech and Language Therapy Service (SALT)
- Sensory Impaired Service (SIS)
- English as an additional language team (EAL)
- Child and Adolescent Mental Health Service (CAMHs)
- School Nurse
- Children's Centre Practitioners
- Family First
- Stronger Families
- Autistic Spectrum Condition advisory teacher
- School Attendance Service (SAS)
- Occupational and Physiotherapy Service

Referral to the above services is usually made if school interventions have not been as successful as we would hope. This is usually planned for at termly Planning and Review meeting that are attended by school staff and some agencies. Your input is greatly valued and included in any referral or planned work. Meetings with agencies and yourselves will take place to gain information and offer feedback where appropriate.

7. What training does the staff supporting children and young people with SEND receive?

- The Special Educational Needs Co-ordinator (SENCo) attends half termly briefings to keep up with up to date changes and practise.
- Inclusion Conferences are attended by the SENCo and Learning Mentor to ensure knowledge is up to date.
- All staff receive ongoing training to meet the needs of all children attending the school. This may include Speech and Language, Dyslexia, ASC awareness etc.
- Training provided responds to the needs of the children and staff at any given time.

8. How accessible is your setting and how will my child be included?

- As a school we are happy to discuss any individual access requirements.

Facilities we have at present include:

- Ramps into school at the main office
- Disabled toilet facilities available.
- Wider doors in some parts of the building.

The school's access plan is reviewed by the Governing Body on a regular basis or as needed.

- Where possible, provisions will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet the health and safety standards. This may involve a risk assessment to identify any additional support needs your child may have.

9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

- You will be invited to look around the school and where possible meet key staff.
- You will be invited to stay and play sessions with your child. There will also be a taster session, followed by a home visit from your child's key worker. Once your child starts nursery, hours will be reduced for an initial period to enable settling in.
- We will contact any other Early Years settings or other schools your child has attended to gather information about their needs.
- Where possible we arrange for pupils moving to new settings or Key Stages by making opportunities for them to visit.
- To ensure a smooth transition, we may develop a plan involving you, your child, the new setting and any specialist staff.
- For children in Year 6, transition meeting take place with the Secondary school to share information and to ensure your child's needs are met.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

- Funding is allocated to meet the needs of children on the SEND list.
- A meeting is held each term with key members of the school staff, such as, the SENCo and Learning Mentor, to plan for and review the needs of children with SEND. Educational Psychologist attached to the school and some other outside agencies may also attend this meeting.
- The progress of all children is tracked and resources are allocated according to need.
- Funding is used to ensure that there is adequate numbers of school staff employed qualified and trained to meet the needs of your child. Funding is also available to commission extra specialist support if it is required.
- We have a Service Level agreement with Central Area Support Team to support children with learning needs.
- Funding is also used to ensure individual needs are met through specific interventions and programmes, where appropriate.

11. How are parents/carers/families involved in the setting?

- We regularly invite parents to events in school, such as, fundraising events, Inspire sessions, Stay and Play sessions in Foundation Stage and Family Learning workshops.
- There are opportunities to attend parents' evenings to discuss your child's progress with class teachers.

- We are happy to offer individual appointments to discuss any specific issues you may have regarding your child.
- You and your child will be invited to attend regular review meetings to talk about your child's IEP. This will be to review progress and decide on the next steps.

12. Who can I contact for further information?

If you require more information about our school, our SEND policy, please go to our website: www.robyparkprimary.co.uk

If you would like to talk to a member of staff please contact your child's class teacher, the SENCo or the Head Teacher.

The local offer can be found on the Knowsley Council Website: www.knowsley.gov.uk