

Three Bridges Primary School - Local offer

1. How does the school know if my child needs extra help?

We know pupils may need extra help if:

- ❖ concerns are raised by parents/carers, school staff, outside agencies or the pupil's previous school
- ❖ there is lack of progress identified through frequent Pupil Progress Meetings or through ongoing class teacher assessments
- ❖ there is a change in the pupil's behaviour or wider circumstances causing a change in the pupil's approach to learning
- ❖ a pupil asks for help.

What should I do if I think my child may have special educational needs?

- ❖ If you have concerns then contact your child's teacher in the first instance
- ❖ Teachers will liaise with the Inclusion Manager and set up a meeting with her if needed.

2. How will the School support my child?

- ❖ All pupils' learning needs are planned for by the class teacher to ensure quality first teaching. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.
- ❖ If a pupil has needs related to more specific areas, such as spelling, handwriting, social & emotional learning, numeracy & literacy skills etc. then they may be given additional targeted support in a personalised way. This will be delivered by the teacher or teaching assistant or by the SEN teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed to ensure progress. Parents/carers will be informed if they are in receipt of this support and are welcome to discuss this with the school at any point.
- ❖ Pupil Progress Meetings are held twice a term. This is a meeting where the class teacher meets with members of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any current learning needs in order for further support to be planned.
- ❖ Occasionally a pupil may need further support from an outside agency such as the Child Development Centre, Occupational Therapy, Speech & Language Therapy, Social Care or the School Nurse etc. Referral will be discussed with parents/carers and forwarded to the most appropriate agency. After assessment, recommendations or advice are given to the school and parents/carers.
- ❖ The Governors of the School are responsible for entrusting a named person to monitor Special Educational Needs, Safeguarding and Child Protection procedures (see school's own policy). Governors are involved in reviewing and monitoring the effectiveness of all school provisions.

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

- ❖ When a pupil has been identified with special needs their work will be matched to the pupils' needs by the class teacher to enable them to access the curriculum.
- ❖ School support staff may be allocated to work with the pupil in a 1-1 or a 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/pencil grips or easy to use scissors.
- ❖ When the personalised curriculum is not sufficient to meet the pupils' needs, targeted intervention will be put into place and where appropriate, will involve outside agencies. It will be recorded on an IEP (Individual Education Plan) or an IBP (Individual Behaviour Plan).

4. How will I know how my child is doing?

- ❖ You will be able to discuss your child's progress at Parents' Consultation meetings.
- ❖ If you have concerns then contact your child's teacher in the first instance. Appointments can be made to speak in more detail to the class teacher or Inclusion Manager by contacting the school office.
- ❖ Where a child has an IEP/ IBP it will be sent home regularly and the targets discussed by the pupil, school and parents.
- ❖ Some children with a significant level of Special Educational Need will have a Statement of Special Educational Need or an Education and Health Care Plan and there will be an annual review of this plan.

How will you help me to support my child's learning?

- ❖ The class teacher will suggest ways of supporting your child's learning.
- ❖ The Inclusion Manager may meet with you to discuss how to support your child.
- ❖ Where appropriate, other professionals may meet with you to discuss strategies to use e.g. to support a child's emotional needs.
- ❖ If outside agencies or the Educational Psychologist have been involved suggestions and intervention programmes may be provided that can be used to support the learning of your child either at home or in school.

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

The school offers a wide variety of pastoral care to support the well-being of all pupils.

These include:

- ❖ Members of staff who are readily available for pupils who wish to discuss issues and concerns. The class teacher is the initial point of contact for both parents and pupils.
- ❖ The Inclusion Manager, Parent Support Advisor or the SEN TAs may provide additional support to families and pupils who are experiencing emotional difficulties. This may include sessions where concerns are discussed, solutions planned and support put in place.
- ❖ The Inclusion Manager and Parent Support Advisor also provide a point of contact for pupils at lunchtime and playtime.

Pupils with medical needs

- ❖ If a pupil has a medical need then a detailed Medical Protocol is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. This will clearly identify any specific training required to support the individual medical need.
- ❖ In order for the school to do this, we ask parents/carers to keep us up to date with pupils current medical needs.
- ❖ Where necessary, and in agreement with parents/carers, medicines are administered in school (see Administration of Medicines policy)

6. What specialist services and expertise are available at or accessed by the school?

- ❖ We have a special support centre (SSC) for pupils with speech and language needs. All pupils on the register of the SSC must have a Statement of Special Educational Need or an Education and Health Care Plan. Many of our staff are trained in the use of Makaton sign language and this is actively used throughout the school.
- ❖ SSC Teachers and the NHS Speech Therapist linked to the school provide expertise and advice to teachers and families of pupils in the SSC and mainstream children who have speech and language difficulties where appropriate.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- School Nurse
- Speech & Language Therapy Service
- Occupational Therapy and Physiotherapy services
- Child Development Centre
- Family Link Worker
- Social Communication Team
- Advisory Teachers- Learning & Behaviour
- Sensory Support Team- Visual and Hearing Impaired
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officer
- Social Services
- Educational Psychologist
- Family Intervention Project

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

- ❖ One of the Inclusion Manager's roles is to support the class teachers and other adults in planning for children with a SEN.
- ❖ These training needs are tailored to individual pupils.
- ❖ The training needs of staff are met through county training and in-school training, by the Inclusion Manager, other staff or relevant outside agencies as appropriate.

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

- ❖ We aim to include children in all parts of the curriculum and for all children to be included in activities outside the classroom including school trips and clubs.
- ❖ Risk assessments are carried out prior to any off-site activity to ensure that no-one's health and safety will be compromised.
- ❖ Sometimes a parent may be asked to accompany the child or alternative arrangements will be discussed.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ❖ Ramps into school to make the building accessible to all on the Lower Site and for access the ground floor of the Upper Site
- ❖ Toilets adapted for disabled users
- ❖ Wide doors in some parts of the building

We continually review accessibility of our school environment and make reasonable adjustments to ensure it meets the needs of our school community

10. How will we support your child when they join or leave our school or move to another class?

We understand 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.

If your child is joining our school in Nursery or Reception:

- ❖ We will visit some pre-school settings as appropriate where we will meet with staff to discuss children coming to us in the future. We will hold open mornings for you to visit the school prior to applying for a place. We also host Induction Evenings for parents of our Nursery and Reception children.

If your child is moving to another school or joining us from another school:

- ❖ We will contact the new/old SENCo/Inclusion Manager and ensure any special arrangements or support needed to be made for your child are passed on
- ❖ We will make sure all records about your child are passed on as soon as possible
- ❖ We will attend meetings or set up phone calls between the previous or receiving schools prior to the pupil joining/leaving
- ❖ We may set up additional visits to the new school, where needed.

When moving classes in school:

- ❖ All pupils attend two transition visits where they spend time with their new class teacher in July of each year
- ❖ Information will be passed on to new class teachers in advance of the move
- ❖ Some pupils with particular needs will follow a personalised transition programme e.g. additional visits, a booklet about transition to their new class for them to take home.

In year 6:

- ❖ Secondary school staff visit pupils prior to them joining their new school
- ❖ The Inclusion Manager or appropriate members of staff from the primary and secondary schools meet to pass on information regarding pupils with special educational needs and those from vulnerable groups
- ❖ The normal induction programme to secondary school may be enhanced through additional visits to the school
- ❖ Where a pupil may have more specialised needs, a separate meeting may be arranged with the primary Inclusion Manager, an appropriate member of staff from the secondary school, the parents/carers and the pupil.
- ❖ Some pupils who require additional support may join a small transition group and through this have additional visits or discussions with staff from the secondary school.

11. 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 dependent on an individual's needs.
- ❖ Additional provision may be allocated after discussion with the class teacher at the pupil progress meetings or if a concern has been raised with them at another time during the year.
- ❖ If any concerns are raised, on completion of the assessments, further support or resources may be allocated to your child.
- ❖ Pupil Premium payments are used to support the learning and well-being of eligible pupils (see Pupil Premium information on the school website.)

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

- ❖ A decision about how much support is allocated is dependent on the level of need and impact of interventions.
- ❖ If the pupil has a Statement of Special Educational Needs or an Education, Health and Care Plan, we ensure that the statutory requirements are met (as a minimum).
- ❖ We also seek and follow guidance from other professionals working with the pupil/family and take on board the wishes and feelings of the child and parents/carers.
- ❖ The pupil and parents/carers are consulted and informed when planning interventions and are informed about the impact and outcomes of support and of next steps through the IEP/IBP.

13. How will I be involved in discussions about and planning for my child's education?

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

- ❖ Discussions with the class teacher
- ❖ Parents Consultations
- ❖ Discussions with the Inclusion Manager or other professionals

Parents are encouraged to be proactive in discussing their child's school support with their class teacher and can request a meeting at any time.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are concerned about something regarding your child's schooling please contact one of the following:

- ❖ Your child's class teacher
- ❖ The Inclusion Manager
- ❖ A member of the Senior Leadership Team or The Headteacher
- ❖ Parent Partnership (an independent body)

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.