

## **Local offer: Support for children with Special Educational Needs or Disabilities 2021-2022.**

Background: The Children and Families Act 2014

The Children and Families Act 2014 takes forward the Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reformed the systems for adoption, looked after children, family justice and special educational needs.

The Government has transformed the system for children and young people with special educational needs and disabilities (SEND), so that services consistently support the best outcomes for them. The Bill extended the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: it sets out a new approach to special educational needs and disability.

Progress and next steps are implemented by:

- replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan (EHCP).
- extending rights and protections to young people in further education and training and offering families' personal budgets so that they have more control over the support they need.
- improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.

### **What is the local offer?**

The local offer is a key requirement of the government reforms within the Children and Families Act 2014. Each local authority is required to collaborate with children and young people with SEND and those caring for them, to co-produce a local offer. This offer will provide information about the services available to support children with SEND and their families and demonstrate how these services can be accessed and what can be expected from each school. Each school is required to contribute to this offer by publishing the details of how they endeavour to support and enhance the learning experiences for pupils with SEND.

In order to communicate this offer effectively, 14 questions have been devised in consultation with parents, carers and other agencies. These questions reflect their concerns and interests and answers to them are intended to provide the information you need to plan for your child's learning experiences.

## **Fishbourne C.E. Primary School's Local Offer**

### **1. How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?**

Pupils' progress is assessed and monitored throughout their school career by class teachers, the SENCo, the senior leadership team and the Governors. Teachers collect data using various tools including observation, assessing early learning goals, the phonics screening check, monitoring pupil progress towards age related expectations and standard attainment tests. This assessment data is both moderated and analysed to create a detailed picture of the progress, attainment and targets for each pupil. If expected progress is not being made, additional in-class support is offered. This support is identified in planning and progress is closely monitored. Often this is sufficient to bridge the gap; however some pupils require further support and intervention.

If this is the case we will talk with you to agree the next steps. Various screening checks are available to help us identify areas of strength and specific gaps in learning. These can be completed by the SEND team in school or through the involvement of outside agencies such as the Educational Psychology Service, Speech and Language Therapist or Learning and Behaviour Advisory Team, according to the child's identified needs. Through ongoing assessment and observation, a detailed picture of the pupil's learning needs can be established, which is used to inform the delivery of suitable support or intervention.

### **2. How will I know how Fishbourne Primary School supports my child?**

In order to help children who have special educational needs, the school will adopt a response that matches the child's needs and may bring in specialist expertise if necessary. The school will record the steps taken to meet the needs of individual children as necessary. The pathway to additional support is likely to be different for each pupil as their needs change and they progress through school; therefore identification takes place at different points in their school life.

Having identified a child's individual learning needs, specific targets and interventions are planned which will provide personalised learning opportunities designed to close the gap. The impact of these interventions are evaluated each half term to ensure pupils make the best progress they are capable of.

This targeted provision is planned, delivered and monitored by class teachers with the support of learning support assistants. The SENDCo supports class teachers with this process and is available to offer advice and support. SEND provision is recorded and monitored using individual or group learning plans.

The school's governing body are involved in supporting children identified with additional needs and we have a designated governor with responsibility for SEND.

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

Quality teaching is essential to meet the needs of all children. Thorough, appropriately personalised planning is used to support the learning needs of all pupils and will involve a range of learning styles, targeted support, teacher-guided groups and the use of effective learning resources and ongoing assessment for learning.

The range of resources that are available is considerable and can range from everyday equipment to specialist resources. A range of out of class interventions are also used in school to support learning when class based action does not fully meet a pupil's learning needs.

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

A newsletter with an overview of your child's learning for the forthcoming term will be sent home termly. Long term plans for each class are available on the website. We hold learning review evenings in the autumn and summer terms for parents and teachers to review the progress and attainment your child has made and agree future targets together. Our reports are sent out mid-year and targets set for the summer term. If you have minor concerns the class teacher is available in the playground at the end of the day and the SENDCo is available via email, or if you have a more significant concern then you will need to make an appointment with the appropriate member of staff to ensure they are available and they have the correct information to hand.

If your child has an Educational, Health and Care Plan an annual review will be held in school to consider the impact of current provisions and future plans. Some pupils may benefit from regular communication between home and school; a home school link book will be used to record significant events and achievements. This also helps provide a consistent approach in both settings.

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

The safety and well-being of all of our pupils forms the foundation of all we do in school. We endeavour to ensure that each child reaches their potential in an environment where they know they are safe, valued and accepted. As a team, the teachers, support staff, ELSA (emotional literacy support assistant) and senior leadership team work to create an ethos where pupils want to learn and achieve, where they find learning irresistible and where they know they are supported and encouraged as they face different challenges.

Our ELSA works with children targeting social skills, self-esteem, emotional wellbeing and anger management for pupils who have been identified by staff/parents.

At Fishbourne Primary we have an established mentoring scheme where any adult member of our school volunteers to spend time regularly with an individual child. This ensures that those children have a champion in school, someone who believes in them and is always there for them.

In everything we do at Fishbourne CE Primary School we believe that there is '*Only one you - uniquely created by God*', each and every member of our learning community has an important contribution to make both to our school and to the wider world. This belief has a huge impact on the way that we support our children and families, and in our approach towards learning.

Most importantly, we strive to personalise rather than standardise learning for each member of our learning community. By knowing each other well and building positive relationships between children, staff and parents, we ensure that each individual has the very best experience of learning. Children's learning is personalised to meet their needs, offering the support and challenge needed at the right times to ensure that they thrive.

We have developed a strong philosophy for teaching and learning. Our curriculum is unique. We design it for the children at Fishbourne and at its heart there is a commitment to developing a set of core learning behaviours that our children will need for a lifetime of learning. By the time the children come to the end of their time with us, we will have nurtured and supported them to become courageous, determined, positive, collaborative and reflective learners. They will be ready for their next adventure and confident about tackling the challenges that lie ahead!

### **Pupils with medical needs**

If a child has a medical need then a detailed care plan is compiled in consultation with parents/carers and the school nurse or other agencies. These are discussed with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carers, prescribed medicines are administered in school on completion of a medication form.

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

At times it may be necessary to consult with outside agencies to receive their more specialised advice and expertise. Parent/carers will be required to fill in a consent form. Agencies used by the school include:

- Educational Psychologist Services
- School Nurse service

- Inclusion and Learning Support Team
- CAMHS (Child & Adolescent Mental Health Service)
- SEN support (eg Portsmouth Downs Syndrome Association)
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Integrated Prevention and Earliest Help Service (Early Childhood Service, Children and Family Centres, Think Family, Early Help Youth Services, Healthy Child Programme, including health visitors, school nurses and the Family Nurse Partnership).

## **7. What training have the staff supporting children and with SEND had or are having?**

Each member of staff undergoes a programme of continual professional development. This includes in-service training days, appraisals, lesson studies / observations and staff meetings.

In addition training in the following areas has been undertaken:

Safeguarding  
 Autism awareness  
 Speech and language therapy  
 Makaton signing  
 Phonological awareness  
 Children's mentor training  
 Team Teach  
 Downs Syndrome education  
 Gender Identity Awareness training  
 Precision Teaching  
 Management of Challenging Behaviour  
 First Class at Number / Success at Arithmetic  
 NCETM Maths Mastery Teacher Research Groups  
 National SEN training: The National Award for Special Educational Needs  
 Coordination

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

The school is committed to providing effective learning opportunities for all pupils. As outlined in the 2014 National Curriculum statement on inclusion, the school aims to:

- Set suitable learning challenges

- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Staff will communicate regularly with the parents of pupils with additional needs and seek the views of the pupils themselves on a regular basis. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that that an intensive level of 1:1 or even 2:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

## **9. How accessible is the school environment?**

The school building is accessible to wheelchair users through the front door of the school. It is a single story building so wheelchairs can move around within it. We have an accessible toilet facility for staff, visitors and pupils. We also have an accessible parking bay.

Our whole school community are learning Makaton signing. We have a link to 'the sign of the week' on our school website and the children are introduced to the current sign in assembly. We also have a 'Sing and Sign' club to which all children are invited. We work closely with the occupational therapy team to ensure appropriate accessibility for all. As a school we are happy to discuss individual access requirements.

## **10. How will the school prepare and support my child when joining Fishbourne C.E. Primary School or transferring to a new school?**

We understand what an anxious time starting or moving schools can be, therefore strategies are in place to enable the pupil's transition to be as smooth as possible. On entry, a transition programme of visits in the summer term for pupils starting in September including visits with parents/carers, visit with Pre-school and a visit to their new class (without parent/ carer), is put in place. Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school. The Reception teacher will visit children in their pre-school setting, and at home if requested. If parents or teachers feel a child is not ready for full time school they can remain part time until the term they turn five.

Transition into the next setting will follow a similar pattern of pre-visits, information sharing and if necessary a graduated transition. Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.

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

Specific learning resources are allocated by class teachers and the SENDCo. The specific allocation of resources is dictated by individual needs and the statutory requirements of an EHCP. The guiding principle is for all pupils to be able to access their learning effectively and by doing so make good progress.

The resources for all pupils are administrated by the head teacher, governing body and the senior leadership team.

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

Having identified the strengths and gaps in learning, desired outcomes are put in place. The SLT and SENDCo, in consultation with the class teachers, will agree the level of support needed to meet the desired outcomes.

## **13. How are parents involved in the school? How can I be involved?**

Parents play a vital role in the life of the school as Governors, Friends of Fishbourne School, extra support for readers, volunteers on school trips and helping at or leading after school clubs.

## **14. Who can I contact for further information?**

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

- Your child's class teacher
- Mrs Naomi Day - head teacher [head@fishbourneprimary.co.uk](mailto:head@fishbourneprimary.co.uk)
- Mrs Joanne Angell - SENDCo [sendco@fishbourneprimary.co.uk](mailto:sendco@fishbourneprimary.co.uk)

Appointments can be made with any of these people through the school office.

Tel: 01243 785974    [office@fishbourneprimary.co.uk](mailto:office@fishbourneprimary.co.uk)