

## Parent Information: Special Educational Needs and Disabilities Local Offer 2017-2018

Keelby Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

<b>What should I do if I think my child has Special Educational Needs?</b>	<p>Speaking to your child's class teacher is always the initial point of contact for any parental concern. However, there are members of staff in the school with specific responsibility for children with Special Educational Needs &amp; Disability, and they are also available for consultation.</p> <p>All class teachers are responsible for:</p> <ul style="list-style-type: none"><li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support).</li><li>• In conjunction with SEND coordinator, writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.</li><li>• Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li><li>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li></ul> <p>Sara Dunks, Special Educational Needs &amp; Disability coordinator (SENDCo), is responsible for:</p> <ul style="list-style-type: none"><li>• Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that you, as parents/carers are:</li></ul>
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	<ul style="list-style-type: none"> <li>○ involved in supporting your child’s learning</li> <li>○ kept informed about the support your child is getting</li> <li>○ involved in reviewing how they are doing</li> </ul> <ul style="list-style-type: none"> <li>● Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc.</li> <li>● Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child’s progress and needs.</li> <li>● Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.</li> </ul> <p>Annabel Cowling, Head Teacher, is responsible for:</p> <ul style="list-style-type: none"> <li>● The day to day management of all aspects of the school, this includes the support for children with SEND.</li> <li>● Ensuring that your child’s needs are met, through the monitoring of the SENDCo and class teachers.</li> <li>● Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p>Marjorie Ainley, SEND Governor, is responsible for:</p> <ul style="list-style-type: none"> <li>● Ensuring that the necessary support is made for any child who attends the school who has SEND.</li> </ul>
<p><b>How will the school respond to my concern?</b></p>	<ul style="list-style-type: none"> <li>● Your child will have been identified within school (or you will have raised your own concerns) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.</li> <li>● You will be asked to come to a meeting with your child’s class teacher and/or Mrs Dunks (SENDCo) to discuss your child’s progress and help plan possible ways forward. The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</li> <li>● You may also be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to better understand your child’s particular needs, and we will be more able to support them effectively in school.</li> <li>● The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class, e.g.</li> </ul> </li> </ul>

	<p>inputting individual support, or changing some aspects of teaching to support them better.</p> <ul style="list-style-type: none"> <li>○ Support for the school to set targets for your child, which will include their specific expertise.</li> <li>○ A group run by school staff under the guidance of the outside professional e.g. a social skills group.</li> <li>○ Participation in small group/individual work with an outside professional.</li> </ul>
<p><b>How will the school decide if my child needs extra support? Who will support my child in school?</b></p>	<p>All teaching staff differentiate classwork in order to provide an appropriate level of challenge according to the ability of each child. Class teachers regularly track all children within their class to ensure that they are making the necessary progress throughout the year. If at any time a teacher has concerns that a child has not made the appropriate level of progress, despite being given suitable tasks, they will provide a programme of intervention which is specific to the child's needs. This additional level of support may be led by either the class teacher or by a member of the support staff within the class, or within wider school, depending upon that need.</p>
<p><b>What training and experience do staff have for the additional support my child needs?</b></p>	<p>At Keelby Primary School we are fortunate to have a breadth of experience and expertise within our staff. Areas of knowledge include;</p> <ul style="list-style-type: none"> <li>○ <i>Reading Recovery</i> – a cross stage programme to support reading,</li> <li>○ <i>Addacus</i> – a programme to support children with Dyscalculia,</li> <li>○ <i>Write from the Start</i> – a handwriting programme,</li> <li>○ <i>Beat Dyslexia</i> - supports reading writing and spelling,</li> <li>○ <i>Pindora's Box</i> – supports gross and fine motor skills,</li> <li>○ <i>Narrative Therapy</i> – supports Speech and Language Therapy,</li> <li>○ <i>Numicon</i> – supports early maths,</li> <li>○ <i>Toe by Toe</i> – a programme to support reading for children with Dyslexia,</li> <li>○ <i>First Move</i> – supports gross and fine motor skills,</li> <li>○ <i>Teatresue Perceptuo</i> – a handwriting support programme,</li> <li>○ <i>Reading at Level Four (RaLF)</i> – a programme designed to up level reading skills,</li> <li>○ <i>Springboard 3-6</i> – to support maths,</li> <li>○ <i>Escape from White Towers</i> – to support reading and writing,</li> <li>○ <i>Further Literacy Support (FLS)</i> - to support reading and writing,</li> <li>○ <i>Lexia</i> - to support reading, writing and spelling,</li> <li>○ <i>Word Shark</i> – to support phonics,</li> <li>○ <i>First Call</i> – supporting Speech and Language Therapy,</li> <li>○ <i>Happy to be Me</i> – a programme designed to build confidence in children.</li> </ul> <p>We also have member of staff that have received training and/or have experience dealing with children with specific needs, e.g. children with hearing impairment, children with prescribed physiotherapy programmes, children with social and communication difficulties such as Autism.</p>

	<p>If we feel that your child would benefit from being supported by any of these programmes we will discuss with you how this additional support will be provided.</p>
<p><b>Who else might be involved in supporting my child?</b></p>	<p>If, after internal support has been provided, and in consultation with yourself, SENDCo and the class teacher, we feel that further provision is required, external agencies may be invited into school to provide further support. As a school we have direct access to;</p> <ul style="list-style-type: none"> <li>○ Educational Psychologists,</li> <li>○ Emotional and Behavioural Support Service,</li> <li>○ Specialist Teaching and Psychology Service,</li> <li>○ Speech and Language Therapy,</li> <li>○ Social and Communication Outreach.</li> </ul> <p>We also have the means to contact many other agencies with more specific roles within the education support community,</p>
<p><b>What support will be there for my child's emotional and social well-being?</b></p>	<p>All staff members at Keelby Primary School have a great awareness of the need for supportive pastoral care. A child that is not happy within school will not be empowered to reach their potential. Any concerns of a social or emotional nature should first and foremost be directed to your child's class teacher so that they can be dealt with quickly and effectively.</p>
<p><b>How will my child be able to contribute their views? How will my child be involved in the process?</b></p>	<p>All children's views are taken into consideration at Keelby Primary School throughout the year through various means, including children's questionnaires and School Council Assemblies. If your child has specific needs that require additional support, their views will be also taken into consideration throughout their SEND process. We will discuss with them what they feel their strengths are, what the barriers to learning are for them, and how they would like to access the offered support. These discussions will be taken at a level appropriate for the age and level of each individual child.</p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>All teaching staff differentiate classwork in order to provide an appropriate level of challenge according to the ability of each child. Class teachers regularly track all children within their class to ensure that they are making the necessary progress throughout the year. All children are given access to all areas of the curriculum at a level which is appropriate to them at all times.</p>
<p><b>What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?</b></p>	<p>As a parent or carer you are most welcome to make an appointment to speak with your child's class teacher at any time during the school year, to discuss the progress that your child is making. This is in addition to the whole school Parent Evening's, and the annual Report Certificates provided for your child at the culmination of the academic year. Furthermore, if your child has additional needs, there will be opportunities provided for you to discuss the specific steps that are being undertaken to enable your child to reach their potential. These opportunities may be a combination of formal meetings with staff from school and/or external agencies, along with informal regular chats with the class teacher/SENDCo, to keep you in the loop.</p>
<p><b>How does the school know how well my child is progressing?</b></p>	<p>At Keelby Primary School we track all children on a very regular basis to ensure that all children are making progress that is both in line with National Guidelines, and importantly, is appropriate for them. This tracking is accomplished through formal half termly summative assessments, which, alongside teacher knowledge of each child, give us an overview of the progress that each child has made during that period.</p>
<p><b>How will my child be included in</b></p>	<p>All children are given full access to all areas of the curriculum, and all areas of the school. We are fortunate at Keelby Primary School to have a wealth of</p>

<b>activities outside the classroom, including school trips?</b>	indoor and outdoor learning spaces that all of the children are able to enjoy. When making visits out of school your child's class teacher will write a full risk assessment for the trip. The risk assessment will outline any possible hazards, and how the staff aim to minimise the risk. If you are concerned about your child's ability to cope on a specific visit out of school please contact your child's class teacher to talk through your worries.
<b>How accessible is the school environment?</b>	The school has disabled access throughout. We have ramps enabling access to outdoor learning spaces, and disabled toilet facilities.
<b>How will the school prepare and support my child to join the school?</b>	All children joining Keelby Primary School are supported in their transition. If your child is joining to us from another school, your first port of call will be with Mrs Foulds in the school office who will be happy to support you in moving your child into our school community. You and your child will be invited into our setting to walk the school and meet the staff and children. All information from previous schools will be passed on to us, and if your child has additional needs, it is likely that staff from our school will speak directly to staff from the previous setting for an overview of your child. If your child is joining us from a nursery or pre-school, we have a fabulous transition programme leading into our Foundation Stage class.
<b>How will the school prepare and support my child to transfer to a new setting/secondary school?</b>	<p>All of the local secondary schools work closely with us to help us to provide our children with a smooth transition between settings. This may be done in a variety of ways, including:</p> <ul style="list-style-type: none"> <li>• Year 6 children going to spend exciting taster days at the school,</li> <li>• Secondary school teaching staff coming in to our school to teach 'Transition Units of Study' so that the children are more aware of what will be expected of them from a learning standpoint in their next school,</li> <li>• Staff from both settings closely discussing the needs and strengths of the cohort in readiness for the move,</li> <li>• Transfer of information and assessment files.</li> </ul> <p>In cases where a children may have greater needs regarding transition, additional support will be provided according to the needs of the child. This may include;</p> <ul style="list-style-type: none"> <li>• Additional taster days at the secondary school,</li> <li>• Parental involvement in 'Transition Meetings' between Keelby Primary School staff and the staff of the secondary school.</li> </ul> <p>If a child with SEN&amp;D moves to another primary setting, school will pass on information in a variety of ways, including;</p> <ul style="list-style-type: none"> <li>• The transferal of all formal assessment files and teacher information,</li> <li>• Verbal discussion of the child's specific needs with new class teacher and/or SENDCo.</li> </ul>
<b>How can I be involved in supporting my child?</b>	Keelby Primary School welcomes parental support, and your class teacher will be able to give you specific ideas that will support your child's learning. If your child has additional needs, your views and concerns, as well as those of your child, are of paramount importance to us. You will be involved at all stages of the SEND process and you will be kept informed throughout.
<b>How can I access support for myself and my child?</b>	There are many support groups in the area for parents with children with additional needs. Mrs Dunks may be able to give you specific information on some of these. Alternatively visit <a href="http://lincolnshire.gov.uk/parents/schools/sen/">lincolnshire.gov.uk/parents/schools/sen/</a>

	for information for groups based in Lincolnshire.
<b>Who can I contact for further information?</b>	If you have any concerns about your child, your first stop is to speak with your child's class teacher. You can call us on 01469 560366, email the school at <a href="mailto:enquiries@keelby.lincs.sch.uk">enquiries@keelby.lincs.sch.uk</a> or simply pop in to the office where Mrs Foulds or Mrs Smith will be happy to make an appointment for you. For further support and general information on the schools ability to provide support for you and your child, you can follow the same procedures to speak with Mrs Dunks (SENDCo) or Mrs Cowling (Head Teacher). We look forward to hearing from you.