



Princetown Community Primary School

TITLE: SEND LOCAL OFFER

DOCUMENT MANAGEMENT

This document constitutes version 2 of the **SEND Local Offer** September 2020.

The document is subject to **review in September 2021**, or before if a new model policy comes into force.

Special Educational Needs & Disabilities (SEND) Local Offer

2020-2021

Context

This report was developed in consultation with parents/carers, staff and pupils of the school community and complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Disability Discrimination Act 1995
- Part 3 of the Children and Families Act 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

Head of School:	Emma Byrom
Executive Head Teacher	Jo Callow
SENDCo:	Debbie Bartlett
SENDCo Qualifications:	BE'D (HONS), National SENCo AWARD
Contact details:	Head@princetown-primary.devon.sch.uk
This policy will be reviewed annually in September	

Accessibility and Inclusion

What the school provides

Princetown Primary School is a mainstream setting where children come first. We aim to provide the best possible education for every child within a warm and caring ethos. We are committed to ensuring equality of education and opportunity for all pupils in fully inclusive classrooms. We believe that all pupils are entitled to a broad, balanced and relevant curriculum that can be adapted to meet any specific need and we aim to ensure that the necessary provision is made for any pupil who has SEND. The staff and governors aim to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments

Princetown sits within the Dartmoor National Park. Its location on a main road through Princetown ensures that we are easily accessible to all emergency services. Adverse winter weather can make the drive to school difficult if you live some distance from the main road.

The school is compliant with the Equality Act 2010 and Accessibility legislation and is accessible to a person with disabilities. We are committed to making reasonable adjustments to make our school inclusive for all children and make every endeavor to plan activities in which all children can be included. The school is on a ground floor level and has disabled toilet facilities. Please refer to the schools Accessibility Policy accessed from the school website.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classroom. The school has a range of ICT programmes for all pupils including those with SEN, in addition to headphones, computers and interactive whiteboards installed in every classroom. Access for classes to use the notebooks on a movable trolley on a timetable.

Information is made available on the school website and the school noticeboard in addition to regular newsletters which are sent home. Messages and home learning / homework resources

are available via Class DoJo.

Teaching and Learning

What the school provides

The school offers various interventions / support that meet the individual needs of the children. Additional interventions are detailed in a pupil's Individual Education Plans for pupils at SEN Support / EHCP which are agreed and reviewed with parents. Children who may require a higher level of support have access to appropriately trained support staff and we as a school work in partnership with a range of specialist agencies and practitioners such as:

- Educational Psychologists
- Speech and Language Therapists
- The Communication and Interaction Team
- Sensory Impairment Services
- The Child Development Centre (CDC- also known as Scott Hospital)
- Devon Integrated Services- including Autistic Pathway

Early identification of special needs is vital and outside agencies can advise on the provision of intervention strategies. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlists their active help and participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices.

The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Each class has the benefit of at least one Teaching Assistant during core lessons and additional support where required.

In the case of children with medical needs which require additional medical procedures and support, the school and its staff are willing to undertake specialist training and make reasonable adjustments to the classrooms, teaching and school day in order to best meet the needs of that child. Trained First Aiders are available throughout the school day.

When sitting examinations children with SEND may be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions.

Please refer to our SEND Policy and SEND Information Report for details on how we meet the needs of pupils with a range of SEND within the classroom.

Reviewing and Evaluating Outcome

What the school provides

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to contribute to the review. Individual provision maps are produced termly alongside parents to ensure their input and views, along with the voice of the child. The school operates an 'open door' policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the School Provision Map.

Keeping Children Safe

What the school provides

The Executive Head Teacher, Head of School and SENDCo carry out Risk Assessments where necessary.

Meal Time Assistants supervise the children in the playground at lunch time and a teacher or LSA (Learning Support Assistant) is also on duty on the playground at lunchtimes and class breaks times.

Additional targeted support is made available to children who require it in all classrooms.

Parents can access the Anti-Bullying Policy and Safeguarding Policy on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

Discussions are held with parents and the supporting agencies prior to admission to ensure that school is able to provide the level of care necessary to meet the child's needs. All support and teaching staff are kept regularly up to date with First Aid Training to ensure that they are familiar with what action to take in the event of an emergency. The school works with and alongside other agencies to meet the needs of individual children.

The school supports children with a range of educational and emotional needs within the school who may have additional needs or wider emotional needs following changes at home or particular circumstances. We understand that some children have extra emotional and social needs that need developing and supporting. Some children struggle with behaviour difficulties, are anxious or struggle to communicate with experiences staff able to meet the needs of these children as required.

The school provides structured PSHE lessons within the class environment. However sometimes some children find this difficult so therefore we provide: -

- Small group work and/or individual sessions to help these children with their emotional and social development.
- Small group nurture sessions to help support pupils to support emotional and social development.
- There will also be scheduled meetings with parents/carers to closely monitor their child's development.

If a child is still requiring additional support, the SENDCo will contact the parents/carers, to seek permission to get further help from outside agencies.

Communication with Parents

What the school provides

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

The school operates an "open door" policy where staff speak with parents/carers as the children arrive in the morning or leave at the end of the day. We have a parents' evening in the autumn and spring term to provide an opportunity for parents to discuss the progress of their child. An annual written report is given in the summer term with the opportunity to speak to the class teach if required.

Parents are encouraged to contact the class teacher at the earliest stage to discuss any concerns they may have and to discuss the report in more detail. Throughout the school year our teachers are available for meetings or informal discussion and parents and families are advised to discuss any concerns they may have as soon as possible.

Requests to meet the SENDCo can be made via the class teacher / Head of School, with a mutually convenient time made available to discuss concerns.

Working Together

What the school provides

Being a small school allows us to have informal conversations with the children to discuss their views of what they would like to take part in school. Parents are encourage to voice their views and concerns about their child at Parents' Evening, in Annual Reviews, Individual Provision Map reviews (if they express a wish to do so).

Elections to the Governing Body for parent governor positions are held if a vacancy arises. Parents have the opportunity to complete an annual questionnaire for their opinions of the school and these views are used to action school improvement opportunities.

What help and support is available for the family?

What the school provides

The Class Teacher or Head of School can offer help with forms if this is required. The SENDCo is available for informal meetings by appointment or more formal discussions about school provision as children's needs and this availability is flexible and driven by parent availability.

Class teachers are available to help parents and families get access to additional support as needed, or to discuss parenting and home needs, as well as offering support for parents whose children have additional needs. We are also able to 'signpost' to different organisations support agencies as necessary.

There is a noticeboard outside the school which contains additional information of upcoming events or general useful information within the community.

- Parents can access support through the following websites:
- Devon Local Offer Website: <https://new.devon.gov.uk/send>
- Devon Pathfinder Website: www.devonsendpathfinder.info/local-offer
- Devon Information and Advice Service website: www.devonias.org.uk
- Parents can find further information on Special Educational Needs and Disabilities in this DfE guide: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Transition to Secondary School

What the school provides

A change of school, class and staff can be an exciting yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

Our pupils visit their forthcoming Secondary School for taster sessions in the term prior to entry and it is customary for Secondary School liaison teachers to visit the feeder primary schools to help ease the transition of pupils from Year 6 to Year 7.

Additional transition visits and support are available to pupils who may find this transition difficult or challenging or to ensure relevant information regarding pupils with SEND is available to their secondary school prior to their starting. This may include as follows:

- Consultation with parents or carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visits to the new placement.

- Enhanced Transition Plans.

Extra-Curricular Activities

What the school provides

We offer a range of after school clubs including. Children with specific needs for high levels of supervision or support may require additional support to access these clubs and this would be discussed with parents and families in detail as required.

All pupils can take part in sporting events, some of which are inter-school competitions which offer children a wider sporting challenge.

Information on Devon's Local Offer

Devon's SEND Local Offer is the education, health and social care services and support for children and young people (0-25) with special educational needs and disabilities (SEND). There is also a quick finder facility if you already know what you are looking for.

Devon Local Offer Website: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>