

# Leamington Community Primary School

*'Together we make a Difference'*



## SEND Local Offer

**Created by:** Sally Tyson

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**Next Review:** September 2020

## **How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

- All pupils are tracked and monitored closely, meetings are held termly by teachers and senior leaders to discuss pupil progress. If there are concerns and it is thought a child needs additional support, this is quickly identified and acted upon.
- As part of the monitoring process staff may complete an initial concern form (which is submitted to the SENCO) and continue to observe closely, working with the SENCO to decide if children require additional support.
- Our Inclusion Team meet regularly and concerns are shared at these meetings.
- If you have any concerns about your child and think they may have additional needs, which have not already been identified, you can arrange a meeting with your child's class teacher, Miss Boyd (SENCO) or Mrs Tyson (assistant SENCO). Alternatively, you are welcome to complete a 'SEND Concern Form' which can be found on our school website.
- If your child is new to the school, contact will be made with the previous school, Nursery and sometimes health visitor. All records will be transferred between settings.

## **How will school staff support my child?**

- The type and frequency of support will vary according to children's needs and stages of development.
- Children on the SEND register may be allocated a personal plan with individual targets which are reviewed termly.
- From Nursery upwards, class teachers will implement interventions which will be delivered to individuals and/or small groups based upon the needs of children in the group.
- The SENCO supports the class teacher with implementing effective provision and further assessments for pupils with SEND.
- Staff will work collaboratively with specialists from outside agencies and implement all advice given following assessments where appropriate.

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

- All children are supported first and foremost by our experienced teachers that plan and deliver a high quality curriculum through our bespoke 'Curriculum Immersion' approach.
- Our Curriculum is aimed to inspire and engage all children, with an emphasis on speaking and listening and drama conventions, which is fully inclusive.
- Each class currently has a designated Learning Support Officer to support teaching and learning in every classroom.
- PIVATs are used as a useful assessment tool to track small steps of progress and enable a more personalised approach to teaching and learning.
- Specialist resources enable access to the curriculum e.g. coloured overlays, pencil grips, writing slopes and booster cushions.
- Staff continuously monitor all children's progress and adaptations will be made accordingly.
- Personal plan targets are shared with parents at parent's evenings.

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

- At Leamington we aim to provide a safe, secure, stimulating and welcoming environment where everyone is valued.
- We provide a range of pastoral care led by the Inclusion Team which is made up of: DHT, Designated Safeguarding Lead, attendance officer, family support worker, learning mentors, SENCO, assistant SENCO and SEND governor.
- PSHE/RSE is extremely important at our school and we have adopted a whole-school approach to teaching this subject through the 'Jigsaw' curriculum.
- As a school, we have dedicated Friday afternoons to the 'Mindful Hour' in which each class will meditate, enjoy circle time and learn new aspects of PSHE/RSE.
- Leamington vales are embedded as the key driver to the overall ethos of the school.
- The learning mentors offer small group interventions alongside 1:1 mentoring for more vulnerable children.
- We have recently invested in a key staff member to become trained within Th.Inc Room (Therapeutic Inclusion Room) and deliver this approach to support children's mental health and well-being.
- Our family support worker is accredited in ACES training and supports children that may have experienced adverse childhood experiences in the past.
- All of our staff have had 'ROAR Response' training which we have adopted as a whole-school approach to support children with SEMH needs.
- We also employ outside agencies that work closely with children with SEMH needs. Some of these include; Relax Kids, whole-class Yoga, Seedlings therapy for vulnerable individuals and we have recently developed links with Isabella Trust which enables us to further develop our staff CPD or refer parents to specific courses.

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

- School receives support from SENISS (Special Educational Needs Support Service) and Educational Psychology Services.
- The school takes part in the local Consortia which provides SEND support to schools. Through Consortia, the SENCO can request specialist services dependent on the needs within school.
- We can make referrals with parents, to many specialist services such as CAMHS (Child and Adolescent Mental Health Services) and speech and language therapy services and community paediatricians at Alder Hey.
- School can access specialist support from special schools for children with social, emotional and behavioural difficulties, children with learning difficulties and children with ASD.

## **What training do the staff supporting children and young people with SEND receive?**

- The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND.
- The SENCO can access training from local consortia and will train staff in school through staff meetings and INSET days.
- All staff have regular training in SEND which changes according to need e.g. sensory processing, ASD, attachment.
- We have links with Isabella Trust who deliver courses in school which our staff are able to access.
- Training from ADHD Foundation which covers a variety of neurodevelopmental conditions such as ASD, ADHD, attachment, etc.
- ACES accreditation training for our family support worker.

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

- Provision will be made for all pupils, wherever possible to access all areas of the curriculum including extra-curriculum activities.
- This may involve a risk assessment to identify any additional support your child may need.

### **How accessible is the school?**

- The school has an accessibility plan which details accessibility in all areas (see website).
- We are extremely accommodating for all children and will make reasonable adjustments, where appropriate, if possible.

### **How will the school support my child to join the school and will the school support my child in transferring to the next stage of education?**

- Parents are welcome to look around the school, meet staff and have any questions answered.
- Children will be invited for transition visits before starting school.
- Early Years staff will contact previous settings to gather any information about their needs prior to them starting.
- When there is an EHAT in place for the family, your child's needs will be discussed at a TAF meeting where a member of the SEND team from Leamington will attend.
- SENCO and Designated Safeguarding Lead attend School Improvement Liverpool's Transition Event to liaise with secondary school staff.
- We arrange additional transition days at feeder secondary schools for vulnerable children to attend.
- We pass on a full report on children's needs and friendships groups to feeder schools.

### **How are the schools resources allocated and matched to a child's or young person's special needs?**

- The schools SEND budget is allocated to meet the needs of the children on the SEND register.
- Children's progress is tracked and resources are allocated according to need.
- Every class has a highly skilled Learning Support Officer.
- We invest in service level agreements with SENISS, Educational Psychology Service, Seedlings, Relax Kids, and Yoga.
- The SEND budget is used to ensure that all staff are trained to ensure all children's needs are met.
- We have a TEACHH classroom, currently for a small group of Reception and Year One children.
- We purchase specialist books, equipment and ICT resources.
- We have created sensory areas to meet children's sensory needs.

### **How is the decision made about what type and how much support my child receives?**

- We adopt a graduated response to meeting children's needs. This means we record initial concerns about a pupil and determine a timescale for classroom based intervention and expected outcome.
- If your child is making slower progress or underperforming at any time, the teacher will put additional interventions in place to close any gaps occurring.
- If your child is placed on the SEND register they will have a personal plan which will be reviewed termly with parents.
- When reviewing your child's targets it may be decided your child needs additional specialist support - this will always be discussed with you.

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

- Involving parents and learners in the dialogue is central to our approach and we do this through adopting an open door policy, allowing parents/carers to communicate with their child's teacher, SENCO, Deputy Headteacher or Headteacher. If you have a concern or need advice, key staff are always available on the yard and at the school gate each morning and afternoon and the SENCO is available every day.
- We have termly parent's evenings when you can talk to your child's teacher about their progress.
- We regularly invite parents to coffee mornings with Isabella Trust and other outside agencies.
- We regularly have events or courses being held in school by specialists who offer a wealth of advice and support to support you with your child.
- We employ a family support worker who works directly with families as and when support is needed.

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

- You can contact your child's teacher or arrange to meet:
  - SENCO - Miss Boyd
  - Assistant SENCO - Mrs Tyson
  - Deputy Headteacher and Inclusion Lead - Mrs Mellor
  - Headteacher - Mr Vine.
- The school's contact number is 0151 284 7848.
- The school's SENCO is Miss Boyd and her email is: [SENCO@leamington.liverpool.sch.uk](mailto:SENCO@leamington.liverpool.sch.uk)
- If you require further information about our school you can also visit our website.