

# Mainstream Schools' Local Offer



## CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

### 1. Identification of Special Educational Needs and Disabilities (SEND)

The SENCo keeps a SEND Monitoring List which includes the names of children who have been brought to the attention of the SENCo (by a Teacher or parent). In some cases, in consultation with the SENCO, Class Teacher and Parent(s)/carers(s), a Support Plan may be put in place to monitor the progress of the child. This doesn't mean the child is added to the SEND register; it is a means of monitoring need.

#### 1.1 How does the school identify children/young people with special educational needs and disabilities?

Pupils are considered to have additional needs and are named on our SEND register if:

- They have an Education Health Care Plan;
- They have a diagnosis that would affect learning/access to the curriculum, including medical diagnoses;
- They have current or recent (last 12 months or within last academic year) involvement with an outside agency and require longer term provision to meet need and make progress;
- They have a learning difficulty or disability which calls for special education provision to be made for him or her;
- They require provision over and above high quality first teaching.

If it is felt the above criteria is met, the parent(s)/carers are invited to a meeting (this is usually with the SENCo).

Within the meeting:

- There will be a discussion about the child's strengths and 'weaknesses' and whether the need falls under one or more of the following categories:
  - Cognition and Learning
  - Speech and Language and Communication
  - Social /emotional or
  - Sensory and/or Physical.
- Staff will explain the SEND register and how this supports the school in meeting the need(s) identified.
- The Bracknell Forest Graduated approach will be shared with parents and each stage of the school's Graduated Response will be explained.
- Parents will be signposted to the school's SEND policy, SEND Information Report and SEND report on the school website.
- Parents will be given information about the Local Offer (Bracknell or Wokingham as appropriate) and the Information, Advice and Support Service (IASS)

Following the meeting, you will receive a letter confirming that your child will be added to the SEND register; within the letter is guidance in understanding your child's Learning Pathway.

Pupil progress is discussed at Pupil Progress Meetings by the Headteacher, SENCO and Class Teachers. Where concerns are raised, the SENCO will consider the need to bring in the support of

outside professional agencies (e.g. Support for Learning Service SfL, Speech and Language Therapy SALT).

## **1.2 What should I do if I think my child has SEND?**

Parents and carers can use parents' open evenings to make clear any concerns they have regarding their child's progress and curriculum access with the Class Teacher, or make an appointment with the Class Teacher if there is no open evening due.

Talk initially to your child's Class Teacher to share your concerns and to agree relevant actions. Plan to meet again at an agreed later date to revisit the actions and discuss the progress that has been made. If there has been little improvement then the Class Teacher will arrange a meeting with the school's SENCO.

## **2. Support for children with special educational needs**

### **2.1 If my child is identified as having SEND, who will oversee and plan their education programme?**

Class Teachers are responsible and accountable for the progress and development of the pupils in their class, including that of SEND children. The SENCO will co-ordinate provision, targets and interventions, and support teachers in their class provision where required.

SEND children have their own Individual Education Plan/Learning Pathway with individual targets that are reviewed and updated at least once a term. This process involves the Class Teacher, LSA's, children, parents and SENCO.

All parents of children on the SEND register are invited to attend SENCO surgeries and, in some cases, parents of children on the SEND monitoring list are also invited. The SENCO Surgeries are an opportunity for parents to discuss the targets on their child's Learning Pathway and for parents to add any additional targets.

### **2.2 How will I be informed / consulted about the ways in which my child is being supported?**

Parent(s)/carer(s) of all pupils at Crowthorne C of E Primary are invited to Parents' Evenings (twice a year) and receive a written report annually. Parents of children on the SEND register are invited to SENCO Surgeries 5 times a year.

Pupils can also be taken off the register if they no longer fulfil the criteria.

If your child has an Education, Health Care Plan (EHCP), a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved in your child's care will be invited to this meeting.

### **2.3 How will the school balance my child's need for support with developing their independence?**

We believe that quality teaching in the classroom with suitable differentiation is key to ensuring that all children progress and can work alongside their peers. Children working with an adult (one-to-one or small group) will use a balance of activities, some requiring support and others enabling independence (e.g. rehearsal of gained skills). However a child with SEND may require specific interventions in or out of the classroom that are clearly planned and led by an adult. Staff meet termly to discuss whether the provision is suitable or needs to be adapted or changed.

## 2.4 How will the school match / differentiate the curriculum for my child's needs?

Class Teachers differentiate lessons to ensure that all the children can access and achieve at their own level. SLT carefully monitor lessons, books and planning to ensure that all children can enjoy and achieve their learning well. Support in planning effectively can be sought from the SENCO if required. As a school we buy in to services such as SFL (Support for Learning) and Autism Support and the Educational Psychology service who support teachers by providing guidance on how to plan specifically for children with particular needs. Children may also be withdrawn from lessons to work on specific objectives (interventions).

## 2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Every child is unique and has differing needs, even those with a similar diagnosis. Classrooms use timetables, including visual (pictorial) timetables in KS1. All teachers are aware that pupils all learn differently and teach using a range of methods to address the differing ways in which children learn (including multi-sensory, group-work, problem-solving). Teachers use a variety of methods to include children in class discussions (e.g. picks names from pot; talk partners; circle time; hands-up). When children are identified as having SEND, we draw on the knowledge of relevant professionals to inform our teaching methods and put those into pupils' Learning Pathways so that staff are aware of the advice.

## 2.6 What additional staffing does the school provide from its own budget for children with SEND?

The school has a SENCO and TAs are employed to work in each classroom. Where a child has an Education Health Care Plan (EHCP), an additional teaching assistant may also be deployed for part of the school day.

## 2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

| Type/Title of Intervention                        | <input checked="" type="checkbox"/> One to one | <input checked="" type="checkbox"/> Small group |
|---|--|---|
| Speech and Language (SALT)                        | ✓  | ✓   |
| Occupational Therapy- Fine and Gross motor skills | ✓  | ✓   |
| Lego Therapy                                      |  | ✓   |
| ELSA (Emotional Literacy Support Assistant)       | ✓  | ✓   |
| Specific Phonics Intervention                     | ✓  | ✓   |
| Pre- Teaching                                     | ✓  | ✓   |
| Precision Teaching                                | ✓  |   |
| Reading Fluency Intervention                      | ✓  | ✓   |
| Reciprocal Reading Intervention                   | ✓  | ✓   |
| Reading Comprehension                             | ✓  | ✓   |
| Maths Intervention                                | ✓  | ✓   |
| Writing/SPAG                                      | ✓  | ✓   |
| Handwriting                                       | ✓  | ✓   |

|                        |   |   |
|------------------------|---|---|
| Typing/keyboard skills | ✓ | ✓ |
| Spelling Intervention  | ✓ | ✓ |
| Typing Skills          | ✓ | ✓ |
| Social Skills Groups   |   | ✓ |

Where children have SEND and need of an intervention, these are usually planned specifically for the needs of that child with clear objectives, and delivered in or out of class, one-to-one or as a small group, depending on the current needs and availability of staff to deliver such interventions.

## **2.8 What resources and equipment does the school provide for children with SEND?**

Our classrooms and communal areas are wheel-chair accessible and we have toilets specifically designed for those with physical disabilities, including a self-cleaning toilet and electric changing bed. Most external doors have ramps or no steps.

Should children need specific equipment to help them to access the curriculum, we would act on the advice of relevant professionals and purchase if required. For example, move-and-sit cushions; sand-timers; pencil grippers; desk wedges. We have some workbooks and games/puzzles suitable for children with specific needs that can be used as part of interventions.

## **2.9 What special arrangements can be made for my child when taking examinations?**

For children with specific needs, arrangements can be made e.g. coloured-overlays, scribe, support to read, extra time; however these will be arranged in conjunction with the rules and advice from the Standards and Testing Agency (especially for SATS in Year 6) and applications may need to be made.

## **3. My child's progress**

### **3.1 How will the school monitor my child's progress and how will I be involved in this?**

All pupils, including those with SEND are assessed regularly and their progress is carefully monitored. Progress is discussed at termly Pupil Progress meetings, and the progress of children on the SEND register is also discussed regularly with the SENCO.

If your child has an EHCP, a review will be held annually to look at the progress made against the identified needs of your child.

### **3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?**

A child's Learning Pathway is reviewed at least once a term with the child in school and with the parent in SENCO Surgeries. The support that is to be put in place is discussed and Teachers may give ideas for how parents can best support at home. The reviewed, and the new targets are then sent home for parents.

### **3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?**

A child's Learning Pathway is shared with parents at least once a term. Parents have the opportunity to meet with the SENCO each half term and can also request a meeting with the Class Teacher.

If your child has an Education, Health Care Plan (EHCP) a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

### **3.4 What arrangements does the school have for regular home to school contact?**

If deemed appropriate by the Class Teacher, parents, it may be useful to share a 'Communication Book' to be completed as necessary by a family member at home and a member of staff in school.

### **3.5 How can I help support my child's learning?**

Follow the guidance on your child's Learning Pathway. The Class Teacher or SENCO may also be able to signpost you to relevant websites or activities to support your child's learning.

### **3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?**

We facilitate meetings between specialist support services and parents when necessary.

### **3.7 How will my child's views be sought about the help they are getting and the progress they are making?**

Our classroom ethos expects, and promotes, the concept that all pupils evaluate their learning and targets. Your child will be involved in evaluating their targets regularly, and suggest future targets that they would like to work on. If your child has an Education, Health Care Plan (EHCP) their views will be sought prior to their Annual Review through a child report.

### **3.8 What accredited and non-accredited courses do you offer for young people with SEND?**

None.

### **3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?**

The overall effectiveness of SEND provision across the school is assessed in a variety of ways. The SENCO monitors the progress of children on the SEND register. Termly progress meetings look at the effectiveness of SEND provision. Learning Pathways are compared to actual outcomes at the end of each term and look at the progress each child is making towards their targets. You will have an opportunity to contribute to your child's Learning Pathway during termly parent-consultation meetings and SENCO Surgeries.

The SENCO (or Headteacher) also reports to the Governing body where SEND provision is evaluated. If your child has an Education, Health Care Plan (EHCP) a review will be held annually to look at the progress made against the identified needs of your child.

Parents can make an appointment with the Class Teacher or SENCO if they have any immediate concerns or suggestions regarding their child's provision. Parents of children with an EHCP and the pupils themselves, are asked to contribute at annual reviews. For pupils this includes pictures, scribing or writing depending on their needs. Parents and Teachers are asked for a written report; the SENCO can support parents in this process if required.

## **4. Support for my child's overall well being**

### **4.1 What support is available to promote the emotional and social development of children with SEND?**

Our ELSA can run small groups and 1:1 sessions to support emotional/social development where appropriate e.g. work on self-esteem, anger management and friendship issues. We consult other

agencies where required, e.g. Autism Support, Behaviour Support Team, Daisy's Dream (coping with loss).

#### **4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**

In the first instance, we use our Behaviour Policy to support children with their behaviour. Where a more bespoke approach is needed, individualised targets, rewards and sanctions are used in discussion with parents. Where necessary, advice and additional training is sought from external professionals.

#### **4.3 What medical support is available in the school for children with SEND?**

We have a number of staff trained in Paediatric First Aid in school. Significant numbers of staff have regular asthma training and relevant staff undertake training to support children with specific medical needs. Health Care Plans are completed in conjunction with parents/carers and healthcare professionals when relevant to ensure appropriate support is in place for children with additional medical needs.

#### **4.4 How does the school manage the administration of medicines?**

We follow the administration of medicines policy which is in line with guidance from the DfE and the Local Authority.

#### **4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?**

As a mainstream school, we have an intimate care policy. If a child has personal care needs, we would consult with the child's parents/carers and relevant professionals to produce a Care Plan to ensure adequate provision.

### **5. Specialist services and expertise available at or accessed by the school**

#### **5.1 What SEND support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc.?**

Our teaching and support staff are not SEND specialists. We use Support for Learning (SFL Services) and our Educational Psychologist to assess children and give advice; we refer children to local services such as: BST (Behaviour Support); CAMHS (Children and Adolescent Mental Health Service); SCS (Sensory Consortium Services); ASS (Autism Support Service) etc. where appropriate, with the permission of parents.

#### **5.2 What should I do if I think my child needs support from one of these services?**

Parents should make an appointment with their child's Class Teacher if they think their child would benefit from input of an outside service. Normally each service offers their own individual referral system, so we would follow the relevant service's procedure.

#### **5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?**

We refer online and the service will then decide whether they need to come in and assess the child and offer services in school, or they give advice to school for staff to deliver as part of an intervention.

#### **5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**

Parents should make an appointment with their child's Class Teacher if they think their child would benefit from input of an outside service.

#### **5.5 What arrangements does the school have for liaison with Children's Social Care services?**

If the school has a concern about your child's safety or well-being, then CSC will be contacted and you will be informed of this if appropriate.

### **6. Training of school staff in SEND**

#### **6.1 What SEND training is provided for all school staff?**

When a child is known to have SEND, we can arrange training from outside services to come in and train specific staff as required.

#### **6.2 Do teachers have any specific qualifications in SEND?**

No

#### **6.3 Do teaching assistants have any specific qualifications in SEND?**

We have one TA who is ELSA trained and receives regular supervision and a Teaching Assistant who has had additional autism training.

### **7. Activities outside the classroom including school trips**

#### **7.1 How do you ensure children with SEND can be included in out of school activities and trips?**

Activities and trips are an important part of all children's education. We would conduct a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussion with parents/carers will also help us to ensure SEND children can be included in activities and trips.

#### **7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?**

We value the parents'/carers' involvement in planning the support required for SEND children to take part in activities and trips. Parents will be sent letters and asked to return permission slips to attend activities and trips. Where necessary, the Class Teacher will discuss the needs of SEND children with parents/carers to ensure that appropriate support is provided.

### **8. Accessibility of the school environment**

#### **8.1 How accessible is the building for children with mobility difficulties / wheelchair users?**

Our buildings are accessible via ramps for most entrances and there are no stairs within the main school building. We have a school house which is used for meetings, music lessons and for group interventions. There are three group rooms upstairs which are not wheel chair accessible. We have one disabled-accessible toilet which include an electric changing bed, hoist and self-cleaning toilet.

## **8.2 Have adaptations / improvements been made to the auditory and visual environment?**

The school hall has microphones and speakers to ensure that those with hearing impairments can access assemblies and productions. We have blinds in classrooms to reduce glare.

## **8.3 Are there accessible changing and toilet facilities?**

We have one toilet suitable for disabled children and adults. This toilet includes an electric changing table, hoist facilities and a self-cleaning toilet.

## **8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?**

Working closely with the advice of professionals, we would endeavour to make all reasonable adjustments to enable children to access the school's facilities.

## **8.5 How does the school communicate with parents / carers who have a disability?**

We would endeavour to communicate in whichever means are accessible to the Parent(s)/carer(s) e.g. writing to/e-mailing/ hearing-impaired parents.

## **8.6 How does the school communicate with parents / carers whose first language is not English?**

Where parents/carers whose first language is not English require support with communication, a range of strategies are used such as using online translation software, signposting to information and advice produced in different languages and access to translators where this is possible. Bracknell Forest Council can provide information regarding interpreters available although some parents/carers may prefer a personal friend or family member to translate during meetings. We would endeavour to communicate in whichever means are accessible to the parents, e.g. writing to or e-mailing hearing impaired families.

## **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

### **9.1 What preparation will there be for both the school and my child before he or she joins the school?**

A transition meeting between the previous setting and our team (Class Teacher and SENCO or Headteacher) would be arranged to discuss and plan for suitable transition relative to the needs of the child. For Reception children, we offer a visit morning and an after school ten minute session to meet the teacher.

### **9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?**

The school has a 'Meet the New Teacher' session in July for classes to spend time with their next teacher in the new classroom. For children with SEND, further arrangements can be made to aid smooth transition where appropriate. For some SEND children, transitions might be challenging and so a transition book will be made by the inheriting Class Teacher for the child to look at over the summer holidays. In the summer term, the current Class Teacher and (in most cases) SENCO meets with inheriting Teachers to pass on Learning Pathways and discuss how best to provide for their perspective SEND children.

### **9.3 How will my child be prepared to move on to his or her next school?**

We work closely with local secondary schools who offer their own transition programmes for Year 6 children, with some offering specialist transition programmes for children with SEND. Our SENCO or Year 6 Teacher would contact the school directly if we have SEND children, to invite them to annual reviews or transition meetings or arrangements that best suit the pupil.

#### **9.4 How will you support a new school to prepare for my child?**

For children with SEND, we would contact the perspective school's SENCO to ensure that the school understands the needs of the pupil; we would pass on the Learning Pathways and all relevant documents for them to build on the current provision in the new school.

#### **9.5 What information will be provided to my child's new school?**

All relevant documentation would be passed on, including their current levels, current and past Learning Pathways/Provision Maps, as well as any paperwork and reports from outside agencies.

#### **10. Who can I contact to discuss my child?**

##### **10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?**

The Class Teacher is the first contact. Should you still have concerns, you would then contact the SENCO (Mrs Parker). You can arrange a meeting by visiting the school office, emailing [secretary@crowthornecofe.co.uk](mailto:secretary@crowthornecofe.co.uk) or calling 01344 772089.

##### **10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)**

No apart from SENCO surgeries but we regularly signpost parents to agencies who can support and advise.

##### **10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?**

The SENCO is aware of some local agencies. Parents can make enquiries by visiting the school office, emailing [secretary@crowthornecofe.co.uk](mailto:secretary@crowthornecofe.co.uk) or calling 01344 772089. The SEND section of our website is also updated regularly with current courses which are on offer in the local area.

##### **10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?**

We welcome feedback and suggestions from our parents. They can email or write to the school, or make an appointment with the SENCO or Headteacher by visiting the school office, emailing [secretary@crowthornecofe.co.uk](mailto:secretary@crowthornecofe.co.uk) or calling 01344 772089.

See the website [www.crowthornecofe.co.uk](http://www.crowthornecofe.co.uk) or our school office for our Complaints Policy. Should parents want to make an informal complaint, they should arrange a meeting with the relevant member of staff to try to come to a resolution. For a formal complaint, parents should meet with the Headteacher.