

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in school?

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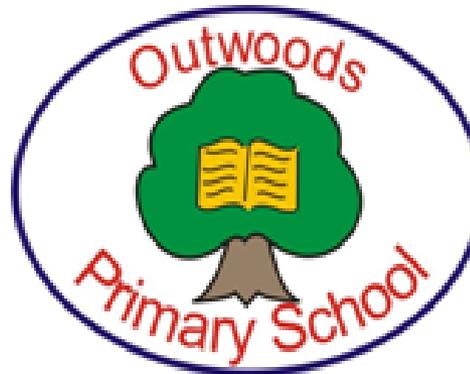
How will school support my child? Who will oversee, plan and work with my child and how often?

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## Accessible, open and honest communication



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## A PARTNERSHIP APPROACH

### **How does the school know if the children need extra help?**

At Outwoods Primary School children are identified as having special educational needs or disability (SEND) through a variety of ways including:

- Liaison with previous schools, pre-schools and nurseries
- Liaison with external agencies e.g. school nurse, health visitor, educational psychologist
- Health diagnosis through a paediatrician or local children's centre
- If a child is performing well below age expected levels
- Concerns raised by parents
- Concerns raised by teaching staff

### **What should I do if I think my child has special educational needs?**

If you are worried and think your child might have special educational needs you should contact the Special Educational Needs Co-ordinator (SENCo) and arrange to come in for a meeting. At that meeting you can explain your concerns and the SENCo may refer your child to an external agency or she might carry out further investigations to see if others have similar concerns. She will be able to give you an indication of how your child is performing compared to an average child of the same age.

## A PARTNERSHIP APPROACH

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

#### **What opportunities will there be for me to discuss my child's progress?**

At Outwoods Primary School you are welcome any time to make an appointment to meet with your child's class teacher or SENCo (special educational needs co-ordinator) and discuss how they are getting on. If your child receives additional support or intervention they will have a PLP (personal learning plan) which will have individual or group targets. These targets will be discussed termly at parent/teacher interviews and aspirational SMART targets will be set (i.e. specific, measurable, achievable, realistic and timed). If your child has SEND there may be a CAF in place where you will meet regularly with the SENCo or Assistant SENCo. If your child has a statement or EHC (education health and care) plan you will meet at least termly with the class teacher and/or SENCo and annually to review their progress with a formal report submitted to the local authority. You will receive a copy.

### **How will school help me to support my child's learning?**

We believe that your child's education should be a partnership between parents and teachers; therefore we aim to communicate regularly. In Nursery and EYFS this can be done on a daily basis as you bring your child to school or collect them at the end of the day. In KS1 and 2 this can be done when you collect your child at the end of the day or by making an appointment. Across the school we operate a home/school contact book in which you can communicate with your child's teacher, make appointments and share information. Parents may use any of these means of communication to discuss the help they need to support their child's learning. Staff can offer advice and practical ways that may help you help your child at home.

## A PARTNERSHIP APPROACH

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit our school prior to starting with us, in line with the school's transition arrangements.
- We liaise closely with staff when admitting and transferring children to and from different schools
- We ensure that all relevant paperwork is passed on and all needs are discussed and understood
- Staff from Nursery and Reception visit the setting of any new child before they join us. They receive copies of paperwork and talk about the child with the key worker
- When a child leaves our school mid-year, once we have completed the mid-year transfer request form, we wait to hear from their new school then forward all relevant paperwork. Often the two schools will phone each other and complete a verbal hand-over in addition to this
- Children who are transferring to our local secondary school will go through a series of transition arrangements depending on their level of need. If a child has a statement, a member of the secondary school staff is invited to the Year 6 annual review. This is often called a transition review. Transition requirements will be discussed with the child and parents at this meeting and a plan drawn up and followed through the course of the year. If the child is on the SEP (special educational provision) register they will be offered four additional transition meetings in which they meet a member of the secondary school staff, are given a guided tour of the school and on the final visit are invited to stay for lunch. Parents will also be invited to two coffee sessions with that member of staff. This is all in addition to the standard transition arrangements that are made for the whole year group when they meet several staff throughout the year and visit the school for drama productions, sport and lessons.
- All secondary schools run transition programmes for vulnerable children. If your child is not going to the local secondary school we would make arrangements with the one chosen.

## A PARTNERSHIP APPROACH

### **How are the Governors involved and what are their responsibilities?**

- The SENCo (special educational need co-ordinator) reports to the Governors every term to inform them about the progress of children with SEND (special educational need or disability); this report does not refer to individual children and confidentiality is maintained at all times
- One of our Governors is responsible for special educational needs and meets regularly with the SENCo. They also report regularly to the Governors to keep every-one informed
- The Governor currently responsible for SEP (special educational provision) is Mrs Margaret Collier and she can be contacted through the school office
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress

## A PARTNERSHIP APPROACH

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

- We have an experienced staff team with a great deal of experience of working with children who have special educational needs
- At school we work closely with any external agencies that we feel are relevant to an individual child's needs within our school
- We work closely with Behaviour Support, the school nurse, CAMHS and autism outreach teams to support children with behavioural needs.
- Where needs involve health we work closely with GPs, the school nurse, paediatricians, speech and language therapists, occupational therapists, CAMHS, physiotherapy, health visitor, learning mentor and KLC to support children
- We work closely with the LST and social workers, family and engagement workers and the education welfare officer to ensure children are kept safe and their attendance is good.

## A PARTNERSHIP APPROACH

### **How will my child be able to contribute their views?**

- Outwoods is a school that values and celebrates each child being able to express their views on aspects of school life. This is usually carried out through the School Council, Sports Council and Eco Council
- Children are able to express their views in an annual pupil questionnaire which is set and analysed by the Governors. One of the questions specifically asks the children to comment on being able to speak to an adult if they have worries or concerns.
- If your child has a PLP (personal learning plan), statement or EHC (education, health and care) plan their views will be sought before any review meeting and when appropriate they will attend such meetings.
- If your child has a PLP they will review their targets and set new ones with their teaching assistant if it is appropriate

## ACCESSIBLE , OPEN AND HONEST COMMUNICATION

### **How will I raise concerns if I need to?**

- Talk to us – phone 01283 529800 and ask to make an appointment
- Ask to meet with your child's class teacher, the SENCo (Mrs Grant or Mrs Taylor), the pupil mentor/parent support worker (Mrs Hunt) or the Head teacher (Mrs Wells)
- We strive to make and maintain positive relationships with parents. We are open and honest with our parents and hope that they will be able to do the same with us

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

- Outwoods is wheel chair accessible to the ground floor only via all doors that enter our reception area, via the kitchen yard, via the hall doors and via the playground doors
- All meetings will be held on the ground floor of the school which is fully accessible
- We have two adult disabled toilets, one child-sized disabled toilet and ambient disabled toilets in every children's toilet block
- Our Disability Committee strives to ensure that people with a disability have access to all of our facilities, apart from those upstairs

## ACCESSIBLE , OPEN AND HONEST COMMUNICATION

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

- The school follows the Government guidelines on the administration of medicines and has a policy regarding the administration and managing of medicines on the school site
- Parents will be asked to meet with the office manager to discuss the arrangements needed for the administration of prescription medicine
- Guidance on this will also be sought from the instructions on the prescription medicine and discussed with parents; they will sign to say they give their permission for the prescription medicine to be administered by a member of school staff in accordance with these instructions
- All school staff have regular training and updates of conditions and medication affecting children
- If a child has a condition that necessitates an injection (eg diabetes) we will work with the parents, diabetic nurse or school nurse to ensure that this is delivered correctly
- The school implements Care Plans and risk assessments as appropriate following guidance from the PDSS (physical disability support services) and school nurse team manager

## ACCESSIBLE , OPEN AND HONEST COMMUNICATION

### **What support can the school provide to avoid exclusion and improve attendance?**

- At Outwoods we have a very positive approach to all types of behaviour which is informed by our behaviour policy
- Parents are informed immediately if we see a change in the behaviour of a pupil that is cause for concern. In turn we encourage parents to inform us of anything that may have happened at home which may change the child's behaviour in school
- If a child has on-going behavioural difficulties an IPBP (individual positive behaviour plan) may written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. These targets are reviewed as appropriate
- The attendance of every child is monitored on a daily basis. Lateness or absence is recorded and reported to the Head teacher; a reason is sought on the day these occur. When a child's attendance drops below 90%, parents will receive a letter from school to draw their attention to this. If it drops below 85% parents will be invited in to discuss this with the Head teacher and the educational welfare officer (EWO) is informed. Parents may be invited to attend a Trust Attendance Meeting to discuss how to improve their child's attendance. Parents will be contacted by the EWO to discuss concerns. If absence persists the EWO may refer parents to the local authority and they may be fined

## ACCESSIBLE , OPEN AND HONEST COMMUNICATION

### **How will oversee, plan and work with my child and how often?**

- The SENCo (Mrs Grant or Mrs Taylor) will oversee and monitor the progress of any child requiring additional support across the school
- The class teacher will differentiate work to meet the academic needs of all children in their class. If your child fails to make required progress as a result, the teacher will discuss the option of writing a PLP (personal learning plan) for them with the SENCo . The class teacher may write up to five targets to support your child and then discuss these with you.
- Once the targets have been agreed they will be checked by the SENCo. At least once a week a teaching assistant will work with your child on these targets, one to one. At other times of the week your child may again be supported one to one or they may work in a small group of up to six children with an adult supporting them.

### **Who will explain this to me?**

- Your child's PLP will be reviewed at the end of each term by their teacher and teaching assistant, and new targets written. You will be given copies of these and meet with the class teacher each term at Parents' Evenings to discuss them.
- Reviewed PLPs will be collated by the SENCo and used for evidence in annual reviews of statements or EHC plans (if your child has one). You will meet with the SENCo for these reviews.

## APPROPRIATE AND EFFECTIVE TEACHING AND LEARNING

### **How does the school know how well my child is doing?**

- As a school we measure progress in learning against national and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving or where further support is needed. This progress is tracked and analysed for all children from Nursery through to Year 6.
- Children who are under achieving are identified in pupil performance meetings when the class teacher meets with the Head teacher or assistant head in charge of assessment and the SENCo to discuss the progress of all children in the class. Sometimes a Governor will attend. For children failing to make correct progress, an intervention plan is devised. At the following performance meeting, if the child has not progressed appropriately, a PLP (personal learning plan) will be considered in which the class teacher identifies individual educational targets. A copy of this will be sent home and parents will be asked to meet with the class teacher to discuss and sign the plan. This will be reviewed termly and be discussed at parent teacher interviews. Parents will be given a copy of all paperwork relating to PLPs.

## APPROPRIATE AND EFFECTIVE TEACHING AND LEARNING

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

- All children are included in all aspects of the curriculum, including school outings and trips. School will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out before any outing or trip is planned to ensure everyone's health and safety. The Head teacher authorises the trip, if satisfied that all risks have been addressed and all children can access the activities safely.
- Health and safety will not be compromised.

## APPROPRIATE AND EFFECTIVE TEACHING AND LEARNING

### **What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in school?**

- Outwoods is an inclusive school. All staff believe that having high self-esteem is crucial to a child's well-being. We have caring, understanding teams looking after your child who aim to achieve this for all.
- The class teacher delivers the first level of care to our children; this includes pastoral, medical and social. Therefore, the class teacher is the first point of contact for all parents.
- If a child requires additional pastoral or social support the class teacher will liaise with our learning mentor, Mrs Hunt.
- We work closely with many outside agencies which we can turn to for support or we can sign-post parents to the appropriate agency should this be more appropriate.
- If a child requires additional medical support the class teacher will liaise with the SENCo; parents will be invited in to discuss how we can best support your child. This may include writing a care plan in which we set out our duty of care to your child in the event of an emergency or medical need.

## APPROPRIATE AND EFFECTIVE TEACHING AND LEARNING

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

- All of our office staff are first-aid trained to the 'Health and Safety at Work' standard
- One member of staff is trained in anger management, drawing therapy, bereavement support and to Level 2 counselling. She supports children and families with emotional and/or behaviour problems, attends CAFs and works with all families that are the subject of child protection proceedings
- One member of staff has worked with the dyslexia unit in Lichfield and all staff are dyslexia friendly trained
- All teaching assistants have been trained to work with children who have ADHD or autism; who have a speech and language need; to deliver reading, spelling, number and phonics teaching
- Staff who work with disabled children have received training from PDSS, physiotherapists, specialist for visually impaired or hearing impaired children.
- We have a teaching assistant who is a retired nurse; she delivers occupational therapy to children who may have dyspraxia or poor motor skills (fine and gross)

## APPROPRIATE AND EFFECTIVE TEACHING AND LEARNING

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

- Parents meet with their child's class teacher each term to discuss progress and need. If you all feel that the level of support for your child should be raised over and above normally differentiated class teaching, the teacher will liaise with the SENCo.
- A full assessment of the support your child has received up to that point will be carried out and parents will be invited in to meet with the SENCo to discuss what support would be appropriate. Parents will be part of that decision and will be updated at parent interviews or through a PLP.
- If your child needs more specialist support this will be discussed with parents by the SENCo who will liaise with/refer to the appropriate agencies.
- Additionally, your child's class teacher meets with the Head teacher and SENCo every term to discuss your child's progress against national and age-related expectation. If it is felt they are not making suitable progress, intervention will be arranged. The effectiveness of the intervention will be monitored termly and adjusted accordingly.

## APPROPRIATE AND EFFECTIVE TEACHING AND LEARNING

### **How do we know if the additional support has had an impact?**

- By reviewing PLPs termly
- By monitoring your child's progress academically against national and age-related expectations to identify if the gap is closing
- By verbal feedback from school staff and termly meetings with your child's class teacher
- If your child is able to move off the SEND register by making accelerated progress