



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

Who will explain this to me?

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

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

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

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Outwoods Primary School Information Report

Appropriate and Effective Teaching and Learning

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A Partnership Approach

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How will my child be able to contribute their views?

What specialist services and expertise are available at or accessed by the schools?

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

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child's class teacher, if concerns still exist speak to the SENDCo (Mrs Jaclyn Taylor) Assistant SENDCo (Mrs Jayne Hunt), Headteacher (Mrs Joanne Cutbush) or Deputy Headteacher (Mrs Roz Winter).
- We pride ourselves on building positive relationships with parents. We are open and honest with our parents and hope that they are able to do the same with us.

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HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The SENDCo (Mrs Jaclyn Taylor) oversees all support and monitors the progress of any child requiring additional support across the school.
- The SENDCo then works in conjunction with the class teacher to oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area.
- There may be a Teaching Assistant (TA) assigned to work with your child, either individually or as part of a small group.

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WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with the parents on a termly basis (this could be part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENDCo is available to discuss support in more detail.

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WHAT SUPPORT CAN THE SCHOOL PROVIDE TO AVOID EXCLUSION AND IMPROVE ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour, which is informed by a school behaviour policy.
- Parents are informed immediately if staff see a change of behaviour in 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 behaviour difficulties an Individual Positive Behaviour Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- The attendance of every child is monitored on a daily basis. Lateness and absences are recorded and reported to the Head teacher. The school hold meetings for parents of pupils whose attendance is causing some concern to see if any support is required and look at possible actions.



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HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school site is wheelchair accessible with three disabled toilets. We also have a changing room to help change children unable to do this for themselves. The school is on two levels with easy access to fire exits. Children in a wheelchair would be taught in classrooms on the ground floor.

There are 'Health and Safety' Risk Assessments completed for each room within the school to ensure accessibility. These are reviewed annually.

PEEPS (Personal Emergency Evacuation Plans) are completed for any children with SEND that would need support if leaving the school in an emergency.

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HOW DO WE MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing medicines on the school site.
- Parents need to contact the School Office if medication is recommended by Health Professionals to be taken during the school day. The class teacher will then be informed.
- As a staff we have relevant training including updates of conditions and medication affecting children so that all staff are able to manage medical situations.
- As a school we implement care plans and are reviewed as appropriate.

See the Medical Needs Policy for further information



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HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against national expectations.
- The class teacher continually assess each child and notes where they are improving and where further support is needed.
- Children who are not making expected progress are picked up through review meetings with the class teacher, the head teacher and the SENDCo.
- When the child is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- During this meeting it will be decided if we begin the Graduated Response process to gather further evidence and possibly further support for the child.



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WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school. All staff believe that children having high self esteem is crucial to a child's well being. We have a caring, understanding team looking after our children.
- The class teacher has the overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, Autism Outreach, Occupational Therapy etc.

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WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have 1 member of staff who has had training in delivering counselling, circle of friends groups and a variety of other SEMH interventions.
- A number of Teachers and TA's are trained to support children with speech and language difficulties.
- All of our TA's have had training in delivering reading, writing, spelling/phonics and maths interventions.
- Every member of staff has had Dyslexia Friendly training and we are a Dyslexia Friendly School.
- All of our TA's have Tier 1 Autism training and 1:1's all have Tier 2 training. Our SENDCo has Tier 3.
- We are working through the Autism standards as a school.

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HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

This will be through on-going discussions with parents. If your child needs more specialist support this will be discussed. The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.

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HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum, including school educational visits. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

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HOW DO WE KNOW IF THE ADDITIONAL SUPPORT HAS HAD AN IMPACT?

- By reviewing children's targets on PLP's and ensuring they are being met.
- By monitoring the child's progress academically against national expected expectations and decide if the gap is closing. In addition, P levels/ Standards will be used to show smaller steps of progress if appropriate.
- Standardised tests will be completed to show progress in specific areas.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the Awareness Register or the SEND register when they have made sufficient progress.

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HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Outwoods Primary children are identified as having Special Educational Needs (SEND) through a variety of ways, including the following:

- Liaison with previous school, pre-schools and nurseries.
- Liaison with external agencies e.g. Health Visitors, GP, EP.
- Health diagnosis through paediatrician.
- Child performing below age expected levels.
- Concerns raised by parents.
- Concerns raised by teachers e.g. behaviour or self esteem is affecting their performance.

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HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or the SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, specially if your child requires more specialist support. You will receive a letter, following a conversation, that informs you if they are on the schools Awareness Register and therefore we are monitoring progress and/or behaviours.
- If your child is on the SEND register (they may have a diagnosed need or a number of agencies involved in supporting them), they will have an Personal Learning Plan (PLP) which will have individual or group targets. This is discussed at a termly meeting and parents are given a copy of the PLP. The targets set are inspirational and SMART (Specific, Measureable, Achievable, Realistic and Time related) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has a SEND they will have regular meetings as part of their support (currently known as Team around the family meetings). They may have an Education Health Care Plan (EHC plan). This would involve a more formal meeting to discuss your child's progress and a report will be written.



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HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a school that values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or view points raised.
- Children who have PLP's (Personal Learning Plan) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the view points of children, especially concerning being able to speak to an adult if they have a worry.
- If your child has a PLP or an Education Health Care Plan, their views will be sought before any review meetings and when appropriate, they will attend the meetings.



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WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- We have an experienced staff team who have a great deal of experience of working with children with Special Educational Needs/ Disabilities and children with emotional/ mental health needs.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school – for example:
 - Behaviour interventions,
 - Health including GP's, School Nurse, Paediatricians, Speech and Language Therapists, Occupational Therapists, CAMHS, HOPE worker, Physiotherapy, Health visitor, a staff pupil mentor,
 - Local Support Teams and Social Workers, Autism Outreach, Family and education engagement workers, Harvey Girls/ Dads 4 Dads (Tier 2 family work).

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HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If necessary additional transitions will be put in place.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Secondary Schools run programmes specifically tailored to aid transition for the more vulnerable pupils.

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HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of our Governors is responsible for SEND and meets regularly with the SENDCo. They also report to the Governors to keep everyone informed.
- 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.

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