



Dove Bank Primary School

Local Offer

September 2021

Headteacher: Mr James Cheesman

SENDCo – Mrs Lydia Leeson

1. How does the school know if my child needs extra help?

We monitor the progress and development of all children carefully at Dove Bank. We can identify if a child needs extra help by:

- Previous information from a school or nursery setting.
- Any information from outside agencies who may have been involved.
- Regular meetings between teaching staff and senior leaders (including the SENDCo) during pupil progress meetings.
- Regular contact with parents to discuss their child's progress.
- The child may be involved in an intervention programme to enhance their progress in a particular area of learning.

If your child is still not making expected progress, the school will invite you to meet with the class teacher and the SENDCo to set appropriate targets for your child.

When we identify that a child has special educational needs we will write personalised targets onto a Personal Learning Plan (PLP). This will describe the child's special educational needs, set some targets to be achieved and describe arrangements made in school to help achieve the targets. Parents are involved in putting together this plan and in reviewing it regularly at least three times a year. For higher levels of needs, the school may draw on the expertise of outside agencies such as the Speech and Language service or the Educational psychology service. A provision map is in place within school, to show where specialist support or intervention programmes are in place. Children are taught within the whole class, group and individually to support their inclusion and needs within school.

2. How will school staff support my child?

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible. Teachers will input with quality first teaching.

This identification results from:

- 1 Teacher observation — concerned with all areas of learning
- 2 Teacher assessment as part of the National Curriculum.
- 3 Information passed on from previous settings
- 4 Information from parents
- 5 School tracking system – children’s attainments are recorded to monitor progress.

The SENDCO will gather together information about pupils with the help of the class teacher. They will then decide on any action that needs to be taken. Our open-door policy does mean that we have regular communication with all our parents and any problems are discussed promptly. All children in school receive quality first teaching and additional support if necessary. This could be through:

- 1:1 work with the class teacher, Learning support assistant or SENDCO
- Small group intervention

The SENDCO oversees the support given to children with special educational needs and meets regularly with the SEND governor.

3. How will the curriculum be matched to my child’s needs?

In the class, the curriculum will be differentiated to meet your child’s needs and be pitched at a level accessible to your child. Typically in a class, work will be differentiated at 4 levels (Higher ability, middle ability, lower ability & SEND). The reason for this is so that children can access the curriculum, whatever their ability. Your child may have 1:1 support, differentiated group support, small group support or work in a mixed ability group for some activities. Individual targets will be set for children with Special Educational needs and these will be reviewed regularly.

4. How will I know how my child is doing?

Parents will be invited into school to discuss their child’s targets and progress. This can be during parents evening and PLP target review meetings. You will also be able to arrange to see your child’s class teacher or SENDCO if you have any further concerns. Appointments can be made via the school office.

5. What support will there be for my child's overall well-being?

Dove Bank Primary School is an inclusive school and we welcome all children, whatever their ability. The class teachers, Headteacher and SENDCo are all available to discuss any concerns you may have about your child. A lot of support is put in place for children who may have emotional or behavioural difficulties such as small group and 1:1 support with our ELSA (Emotional Literacy support Assistant). If your child has a particular medical need, the school will ensure that staff are trained e.g. epipen and first aid training. The child will have a detailed care plan which will be reviewed with parents regularly. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of the child and staff member.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialist expertise. These may include:

- Educational Psychologist
- Autism Outreach team
- Local outreach support
- Speech & Language Support
- Social Services
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse
- Behavioural Support Team

The Speech & Language team make regular visits to school to support/ work with children and offer advice to staff. An Educational Psychologist is allocated to each school and meets with the SENDCo to discuss individual cases.

7. What training have staff had, or are undertaking, to support children with educational needs?

Different members of staff in school have received training relating to SEND. These have included:

- Supporting pupils on the Autistic Spectrum
- Supporting pupils with Speech and Language difficulties
- Supporting pupils with Physical difficulties
- Supporting pupils with Social and Emotional needs.

8. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all children in school. Risk assessments are carried out and procedures are put in place to enable all children to participate. A suitable number of adults are made available to accompany the children with 1:1 support if necessary.

9. How accessible is the school environment?

Dove Bank Primary consists of one main building with full disabled access.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Many strategies are put in place to enable a pupil's transition to be as smooth as possible. We understand that this can be a very daunting time, particularly for a child with Special Educational Needs and a lot is put in place to ease the transition.

If your child is joining our school from another school, the class teacher and/or SENDCo will contact the previous school to gain as much information as possible about an individual child. Files will also be requested. Children new to the school can also visit the for a transition session where they can spend some time in their new class.

If a child is moving to a new class within dove Bank, information about each child will be shared between class teachers involved, including current attainment & progress and PLP targets. Children will spend some time in their new class during the summer term before the new academic year starts.

If a child is moving onto the next phase of their education, meetings will take place between the school and the Secondary school. Extra visits can also be available for those children who may struggle with the transition process. Children will have the opportunity to meet with their form tutors during the transition days in the summer term. Any SEND information will be shared between SENDCo's of the two schools.

11. How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. At Dove Bank we ensure that children's needs are met to the best of our ability. The money is used to provide additional support or resources dependant on a child's individual needs. Resources may include employment of staff depending on individual circumstances.

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

Class teachers and senior leaders meet regularly to discuss each child's progress and attainment and any additional needs that may require further support. For children with Special Educational Needs, termly meetings with the SENDCo, class teachers and parents help us to assess the child's needs and what support would be appropriate. If necessary, the school will contact outside agencies for more specialist support to ensure the child makes progress. After a discussion with parents and outside agencies, the school may feel it necessary to apply for SEND Intervention funding or an Education Health Care plan (EHCP).

13. How are parents involved in the school? How can I be involved?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Discussions with the SENDCo
- Termly target review meetings

Class teachers are readily available to discuss your child's progress at any time and an appointment can be made with your child's class teacher via the school office. The SENDCo is also available to discuss any questions or concerns you may have relating to SEND. Parents will be invited to review their children's targets termly and also be invited to meet with any outside agencies that may be involved with their child.

14. Who can I contact for further information?

If you wish to discuss your child's Special Educational Needs, please contact the school office to arrange a meeting with Mrs Leeson.