**SEND Local Offer**



[Click here to access the Local Authority’s Local Offe](http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/)r

Northside Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout their time at our school.

**At Northside Primary School we aim to:**

* have a happy, friendly, caring environment, where children feel secure and valued.
* foster in each child an eagerness to learn, strive and achieve at a level appropriate to his/her abilities.
* nurture the academic, creative, practical, sporting and personal development of each child.
* develop self-discipline and mutual respect for each other and for all people and cultures.
* create an atmosphere that promotes learning and excellence, enabling children to fulfil their true potential.
* promote the development of an understanding, appreciation and respect for the local community and surrounding environment.
* consistently seek community involvement in a partnership that enhances the children's education, welfare, economic and social awareness.

Our Local Offer describes the range of provision and support that is available for helping identified children with Special Educational Needs or Disabilities (SEND). Northside Primary School is an inclusive environment. Your child will have the same opportunities as any other child to access and experience all school has to offer.

We have set out our school’s offer in the form of questions to help aid understanding. Families of children with Special Educational Needs or Disabilities (SEND) or parents who have any worries or concerns about their child’s development may use this as a way of seeking appropriate help/support from school.

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:**

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| **School Based Information** | **Staff** | **Summary of Responsibilities** |
| Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs (SEN)? | SENco – Jade Wright  Assessment co-ordinator – Grant O’Townson  Class Teachers  Teaching Assistants  Rebecca Houghton  Stacey McBride  Kimberley Skillen  Acting Head Teacher – Grant O’Townson  SEN Governor(s)-Beth Dixon & Robin Lovegrove | **The SENco is responsible for:**   * Coordinating all the support for children with special educational needs (SEN) and developing the school’s SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. * Ensuring that you are:   + involved in supporting your child’s learning   + kept informed about the support your child is getting via the staff who are working directly with your child   + involved in their annual reviews and evaluating progress and setting new targets   + part of planning ahead for them * Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc. * Updating the school’s SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and along with the class teacher and school’s assessment coordinator ensuring that there are detailed records of your child’s progress and needs. * To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. * Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.   **Class Teachers are responsible for:**   * Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, differentiaton) and letting the SENCO know as necessary. * Ensuring that the school’s SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN. * Liaising with the SENco on a regular basis to discuss progress and evaluate targets. * Attending annual reviews to discuss the child’s learning and advise on suggested next steps.   **Teaching Assistants are responsible for:**   * The day to day general care of your child. * Supporting your child in class either 1:1 or in small groups. * Working with your child to help them achieve their targets and long term objectives.   **The Head teacher is responsible for:**   * The day to day management of all aspects of the school, this includes the support for children with SEN. * He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met. * He, with the support of the SENco, must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.   **The SEN Governor is responsible for:**   * Making sure that the necessary support is made for any child who attends the school who has SEN. |

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| Who are the other people providing services to children with an SEN in this school? | Directly funded by the school | * Teaching Assistants * Senior Teaching Assistant |
| Paid for centrally by the Local Authority but delivered in school | * Educational Psychology Service * Speech and Language Therapy (provided by Health but paid for by the Local Authority). * School Improvement Services – Specialists for ASC, Literacy, Early Years etc. |
| Provided and paid for by the Health Service but delivered in school | * School Nurse * Occupational Therapy * Specialist Nurses for medical conditions such as epilepsy, diabetes etc. |

**Northside Primary School Offer – Questions and Answers**

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| **Question** | **Prompt** | **Answer** |
| How does the school know if children need extra help? | How do you identify children with Special Educational Needs? | * Parental referrals. * Every new child has a home visit from trained staff. * Health information prior to starting school. * The expertise of highly trained and informed staff who are qualified in identifying additional/special educational needs or disabilities (SEND). * Excellent tracking systems where lack of progress is quickly acted upon. * Day to day observation and assessment of children. |
| What should I do if I think my child may have Special Educational Needs? | How will I be able to raise any concerns I may have? | * If you have a concern about your child’s development please raise this with the class teacher in the first instance. * Should you have further concerns or wish for further advice then please make an appointment with our Acting Headteacher Mr O’Townson or our SENco, Miss Jade Wright. It is highly likely that the class teacher will have already discussed your child’s needs with them. * If you have any unresolved concerns you will be informed about the school’s complaints procedure. |
| How will the staff in school support my child? | Who will oversee and plan the education programme and who will be working with my child and how often? | * Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who have or may have SEN with support from the school’s SENco (Jade Wright). * Your child’s class teacher will work directly with your child as will other school staff such as our qualified teaching assistants. They may be supported in class; in a small group or one to one as appropriate. * The SENco will liaise closely with any adult working with your child to develop targets and seek external support/advice when necessary. * Depending on the need, your child may also have access to external specialists who may visit school to work with your child on a regular basis. * The SENco may identify individual or group interventions for targeted SEN children to help your child make progress in a specific area. |
| What will be the staff’s roles? | * Each adult will strive to ensure that an appropriate curriculum is delivered to your child at a differentiated level. * Exact roles will vary for each child and be dependent on identified need. * All class teachers will communicate effectively with parents to discuss your child’s SEN needs. * Specialists will provide reports to help the school meet your child’s needs. Copies of the reports will be sent to you. Generally small targets for development are identified and these are incorporated into the support plan for your child and reviewed at parent’s evenings and formal annual reviews. |
| How are the school’s governors involved and what are their responsibilities? | Who is the SEN governor? | * The school has a nominated governor for Special Educational Needs (Beth Dixon) who is responsible for developing policy and procedures. A link buddy governor is also supporting Beth Dixon and learning the role of SEN governor (Robin Lovegrove). They both receive reports from the school’s SENco (Jade Wright) and report to the governing body. |
| How will the curriculum be matched to my child’s needs? | What are the settings approaches to differentiation? | * In EYFS the curriculum is planned around the children’s interests. * High quality teaching, differentiated for individual pupils is the first and step in responding to pupils who have or may have SEN> * All children’s development is carefully planned and tailored to individual needs ensuring all children are achieving their full potential. * All lessons are planned and appropriately differentiated with an emphasis on personalised learning. * Differentiating lessons may involve; using specialist resources or equipment, alterations to the timetable, additional adult support, group or individual work. * Learning objectives within the lesson are set appropriate to need but with a challenge. * Some lessons are streamed and teaching taught specific to certain levels and ability. |
| How will that help my child? | * Your child will be working at an appropriate level whether that is within the EYFS or National Curriculum. They may not necessarily be working at average age expected levels but will still be making small steps of progress. * You will be regularly informed of your child’s progress via the school’s report system or at parent’s evening. Any child with SEND may request a parent’s meeting as and when they feel necessary. * Your child will have personal SMART targets (specific, measurable, achievable, realistic, time-based) designed and suited to their individual needs. These targets will be regularly reviewed and monitored. * You and your child (when appropriate) will be able to set new targets to work on both at home and at school. |
| How will I know my child is doing and how will you help me to support my child’s learning? | In additional to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with the appropriate staff? | * All parents are welcome to make appointments with their child’s class teacher outside normal parent’s evenings. * Often parents will receive verbal updates before or after school as appropriate and when necessary. We have an “open door” policy to enable more informal and frequent conversations with you and your child. * The annual review process also allows additional opportunities to discuss your child’s individual progress. You will be informed when this is and invited via a formal letter. * In addition parents are welcome to make appointments to discuss progress with the SENco. |
| How does the school know how well my child is doing? | * The progress of each child is carefully monitored and tracked on a regular basis and summative assessments are recorded on a half-termly basis. This, along with other information gathered informs staff on the next steps for your child. * Your child will either be working at National Curriculum Level or EYFS age bands according to the Early Years Outcomes. If your child is performing at two national curriculum levels below where they should be, they will be working on P Scales and be assessed using a tool called PIVATS. * The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. For the next three years pupils who have a statement will have these changed to EHC Plans during their annual review. * The SENco will also check that your child is making good progress within any individual work and in any group that they take part in. * Assessments made by specialists will also be shared with you. |
| How will I know what progress my child should be making? | * Targets for progress are published in the termly report and there is an ‘on track’ table to let you know how your child is doing and what is an age expected level. * Expectations of realistic progress will be set by the class teacher following guidance from other specialists. * In some cases your child may require an individual support plan or behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly. For some children with profound and lifelong needs an Education Health and Care Assessment (EHCP) may be requested with advice and support from external agencies. Progress against this will be closely monitored and reviewed on a regular basis. |
| How does the school communicate with what they are teaching at school and inform me of how I can help? | What opportunities will there be for regular contact about things that have happened at the school? | * In addition to the “open door” and daily informal opportunities described above, SEN children may have the opportunity for a home/school book where a written dialogue can take place. A daily support book may be part of the plan for your child but this is not a generic requirement. * Where there is a need for ongoing dialogue, TAC (Team Around the Child) meetings may take place. |
| How will you explain to me how his/her learning is planned and how I can help support this outside of the setting? | * The school has curriculum maps for each year group that they follow throughout the year. These can be found on our school website: [www.northsideprimary.com](http://www.northsideprimary.com) Additional support and guidance for parents can be found in their specific section on the website. * The curriculum is shared through a half-termly learning letter that is shared with parents. * Homework is sent home regularly relating to the work and learning in school. This will be adapted and differentiated for your child. * Individual support plans and work planned are shared with parents as appropriate. * There are curriculum events throughout the school year in which parents can regularly attend to see what their children have been learning about. |
| How does the school manage behaviour and attendance? | What support is there for behaviour, avoiding exclusions and increasing attendance? | * The school has an agreed and effective behaviour management policy. * Class teachers use effective behaviour management strategies to monitor behaviour on a daily basis. * Some children may have a home/school behaviour book to help identify possible triggers and to put control measures in place. * Where there are concerns a child may be subject to an individual behaviour management plan to ensure the safety of them and others. * All staff are Team Teach trained. * In extreme cases the school operates an internal exclusion policy prior to exclusion; you will be informed if this affects your child. * Attendance is closely monitored weekly per class and reported individually on a termly basis. Children are RAG for attendance (Green, Amber, Red) and a letter sent home to show what band your child is in. * The school celebrates all pupils with good behaviour and good attendance. Pupils receive; rewards, stickers, certificated and prizes. |
| How will my child be able to contribute his or her views? | What strategies does the school use? | * The school readily seeks the views of its pupils through an active school council, pupil questionnaires, Kidsafe sessions, circle times, the worry box and a well-planned and coherent PSHE curriculum delivered at age appropriate levels. * All year groups receive Kidsafe sessions once a school year for all age ranges. * The school lives up to the ethos of letting the children have a voice and listening to their views. * When appropriate children can contribute to the writing of their Education Health Care Plans and set personal targets. * Children are made aware of their targets and encouraged to talk about ways in which they can achieve them. |
| How will the school support my child to do this? | * By providing the opportunities described above. * By providing adult or peer support to ensure access to these where necessary. * Excellent communication and rapport between teachers and children. |
| What specialist services and expertise are available or accessed by the school? | What other services does the school access including; health, therapy and social care? | * The school has close links with health. Northside Primary School’s nurse is Elizabeth Fee. She regularly follows up on parental concerns and is available for the school to offer advice. Health meetings are sometimes arranged in school with staff, parents and children. * Specialist nurses support Northside Primary School when a child has a medical condition such as epilepsy, diabetes etc. * Speech therapists and Education Psychologists come into school to undertake assessments when referrals have been made. * There is some access to family support services through Action for Children and referral to the Minto Centre. * The school also liaises with social care and sometimes TAC meetings are scheduled. * Referrals to the ‘Cumbria Safeguarding Hub’ will be made wherever and whenever there is a concern. |
| What is staff’s development and access to training like and when is this reviewed and refreshed? | * Staff share expertise through collaborative training opportunities organised by the school as well as local and national training. Individual staff development needs are identified and met as part of the formal appraisal process at least annually. Continuing Professional Development (CPD) is scheduled throughout the year for all members of staff. * The SENco has a training schedule for the year specific to SEND. Any individual, whole school or intervention training is recorded as evidence. |
| What training is the staff receiving or have completed to support children with SEND? | Do you have any specialist staff and what do they specialise in? | * There is a wealth of experience and training held by staff and this is continually updated through CPD. Staff are responsible for certain subjects and areas within school. The SENco (Jade Wright) receives training regularly to keep up to date with current practice and legislation. Any form of SEND training is recorded on the specific training schedule. |
| How accessible is the school? How will the school prepare and support my child to join school or to transfer to a new school or the next stage of education and life? | What preparation will there be for both the school and my child before he or she joins? | * The school will organise a ‘home visit’ prior to your child starting Northside Primary School. * You will receive a pack of useful information; a prospectus, specific policies and documents. * Your child will be invited to some transition sessions. * A tour of the school for parent’s and a meeting will be arranged to discuss the desired learning environment and general needs for your child. * When necessary a multi-agency meeting may be called to ensure your child’s needs will be met prior to starting the school. * We have some links with local nurseries such as ‘Learning Land’ and other schools. |
| How will he or she be prepared to move onto the next stage (transition)? | * Northside Primary School works closely with the local Secondary schools. A range of transition strategies are put into place to support children at the end of the Primary phase. Some of these include transition plans, extra visits to the school, meet and greet sessions, holiday activities etc. * If your child is not moving to another school but instead moving up a school year, transition days will still happen so they can meet their new teacher and familiarise themselves with the daily structure and routines. |
| What information will be provided to his or her new school? | * Where possible new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be excellent communication between the schools. All relevant paperwork and documentation such as reports, assessments, targets are shared at transition. |
| How will you support a new school to prepare for my child? | * Transfer of information. * Staff and pupil visits to new environment. * Full parental involvement in transition process. |
| How are the settings’ resources allocated and matched to children’s Special Educational Needs? | How are the settings’ Special Educational Needs budget allocated? | * We aim to allocate resources appropriately to meet the needs to all children with SEND. * Expenditure is driven by need. The school budget, received from Cumbria County Council, includes some money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. * The Head Teacher and the SENco discuss all the information they have about SEN in the school, including   + the children getting extra support already   + the children needing extra support   + the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. * All resources/training and support are reviewed regularly and changes made as needed. * All extra interventions and support is then documented in the school’s provision map. |
| How is the decision made about what type and how much support my child will receive? | In the decision-making process who will make the decision and on what basis?  Who will be involved?  How will I be involved?  How does the school judge whether the support has had an impact? | * The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent. * All relevant parties e.g. yourselves, your child, school staff, SENco and any relevant outside agencies. * The support will be reviewed consistently to ensure it is appropriate and effective. Your input will be valued at the wide range of meetings to ensure your child is receiving the best support possible. * The school evaluates the impact of all its actions on a regular basis. Impact will be measured against progress to targets whether they be academic, social, health or pastoral ones. |