

LOCAL OFFER: INDIVIDUAL SETTING / SCHOOL / COLLEGE INFORMATION

What is the local offer?

The Government plans, through the Children and Families Bill, to require all local authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special educational needs – a local offer.

The local offer must include both local provision and provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the local offer should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their local offer. Further detail about what is required is given in indicative draft regulations, whilst guidance on carrying out the statutory duty is given in the indicative draft Special Educational Needs Code of Practice.

With the implementation of the Schools Funding Reform (April 2013) work has been on-going to develop the wider Schools Local Offer, which covers the universal banded funding approach (SEN Matrix) the authority has agreed. This sets out what schools and settings are expected to deliver for their high needs pupils and students through funding elements 1 and 2, and following robust evidence that these elements are insufficient to meet the pupil or student's needs and explanation of element 3 (top up funding) provided by the authority.

As well as setting out the provision the local authority expects to be available in early years settings, schools and post 16 institutions the local offer should make clear where information provided by schools (under Clause 64 of the Children and Families Bill) about their arrangements for identifying, assessing and making provision for children and young people can be found.

*Subject to Parliamentary approval of provisions in the Children and Families Bill, it is intended that implementation of the SEND reforms will take effect from September 2014.

Palmers Cross Primary School Local Offer

1) Assessment, Targets & Review

Details of how children and young people's special educational needs are identified.

Details of how parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.

All children starting our reception will receive a home visit whereby information from parents can be shared regarding their child's needs and education.

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Children who join us from other schools are supported using information obtained from their previous school. We then use this information to ensure they are placed in appropriate ability groups.

If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required their child will be placed on the Special Educational Needs (SEN) register and extra in class support is provided.

If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school.

<p>Details of how children and young people’s special educational needs are assessed.</p> <p>Details of how progress is measured and evaluated.</p>	<p>All pupils in the Foundation Stage are assessed against the ‘Development Matters in Early Years Foundation Stage’ criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses.</p> <p>From years 1 to 6 all pupils are assessed termly in reading, writing, speaking and listening and mathematics on a termly basis. This is an on-going process to indicate the achievement of pupils in lessons. If a pupil is not making planned progress then interventions are planned and implemented.</p> <p>In year one a formal assessment of pupil’s phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.</p> <p>In addition, pupils with SEN who are on the register at Wave 2 level are assessed against their Individual Learning Support Plan (ILSP) targets. Targets are reviewed and set on a termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils on the SEN register receive support for their areas of need.</p>
<p>Details of how children and young people’s special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<p>All Staff are familiar with the ILSP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on a number of occasions a new target is set.</p> <p>Review sheets are completed on a termly basis and are shared with parents.</p> <p>ILSP targets and reviews are monitored by the SENCO.</p> <p>Regular monitoring of ILSP target work is also completed.</p>

<p>Details of how children and young people's needs are provided for (level of impact / of support)</p> <p>Details of how parents/carers can be involved and how they can support their child.</p> <p>Details of training opportunities/learning events provided by the school for parents/carers.</p> <p>Details of how parents and carers/ children and young people can raise any general concerns they may have.</p>	<p>Pupils' specific areas of need are supported through interventions e.g small group withdrawal sessions, or in class support. Targets are set prior to intervention and progress and achievement is monitored throughout.</p> <p>All interventions planned and delivered across the school, progress is monitored throughout the interventions and the impact of the intervention is evaluated.</p> <p>During the review session with parents/carers, teachers will give a copy of the ILSP which outlines strategies to support their child and will give suggestions of extra activities they can do at home and where necessary possible resources that can be used.</p> <p>Homework is set for English and Maths and is specific to the pupil's ability. Reading books and profiles are sent home and parents/carers are encouraged to make comments about their child's reading and hear them read daily.</p> <p>Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home.</p> <p>There are a range of parent classes available throughout the year including 'The Stay'n Play' sessions.</p> <p>Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed at the school office.</p> <p>Parents/carers evenings are held on a termly basis.</p> <p>Informal meetings for parents/carers of pupils with SEN to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.</p>
<p>Names, roles, telephone numbers of key contacts within the school (SENCo, Inclusion Manager etc.)</p>	<p>All staff can be contacted on the school number:</p> <p>01902 558 322</p> <p>SENCO: Mr D Nicholls</p> <p>Attendance Officer: Mrs L Dollery</p> <p>In our previous year 6 cohort there were 3 pupils who required SEN</p>

End of Key Stage 2 Results (2014-2015)

support. This table shows their attainment in their end of key stage two tests. Specific interventions and continuous provision / support enabled pupils to achieve excellent results.

	Level 4	
	PC 2015	National 2015
Reading	67%	68%
Writing	67%	57%
SPAG	33%	45%
Maths	67%	64%

In our previous year 6 cohort, 3 pupils had a statement / Education, Health Care plan to support their learning. This table highlights the achievements they made. Specific interventions and continuous provision / support enabled pupils to achieve excellent results.

	Level 4	
	PC 2015	National 2015
Reading	67%	30%
Writing	67%	21%
SPAG	67%	20%
Maths	67%	26%

2) Curriculum Access

<p>Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.</p>	<p>For information regarding the curriculum please visit the school website: www.palmercrossprimaryschool.co.uk</p>
<p>Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.</p>	<p>A copy of the year group curriculum are available on the school website. Classes also provide a letter which keeps events, topics and news up to date throughout the year.</p> <p>English and Maths lessons are taught each day across the school.</p> <p>All other areas of the curriculum are taught within the year group and differentiated appropriately.</p>
<p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.</p>	<p>Palmers Cross has an IEB that meets on a three weekly schedule, they receive reports including subject reports that are presented at these meetings.</p>
<p>Details of staff expertise and professional development/training of staff.</p>	<p>SENCO keeps updated on a regular basis through Network meetings and training. This information is then shared/delivered to all staff during Staff Meetings.</p> <p>All new members of staff receive in-house training with regards to SEN Policy and procedures.</p> <p>Some staff have the following training:</p> <p>Cool Kids Training: ELKLAN training under 5's (Speech and Language) Talk Boost Dyslexia Training EAL Assessment training In house speech and language training Makaton training</p>
<p>Details of the types of special educational needs for which</p>	<p>Provisions are made for any pupils regardless of their needs in order for them to</p>

<p>provision is made.</p>	<p>access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, behaviour, dyslexia and dyspraxia, visual impairment, physical disabilities, communication difficulties, autism, Downs Syndrome.</p> <p>We also have a 20 place Speech and Language Unit that is a named provision for statemented pupils.</p>
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3) Grouping and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCO who will then make appropriate referrals or organise appropriate support.</p> <p>In addition to support given by staff, we encourage peer support e.g. buddying systems and school council.</p> <p>The school have 1:1, and small group sessions through BAMHS to support pupils with personal and social needs.</p> <p>School also has a behavioural, social and emotional mentor – Miss L Taylor.</p>
<p>Details of how parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<p>Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed.</p> <p>School evaluation forms are sent out on a yearly basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.</p> <p>Each year group elects two members to represent them on the School Council. Meetings are held on a weekly basis to discuss suggestions, concerns and successes that have been raised through the week.</p> <p>Each year group has their own webpage on the School Learning Platform in which they can add to discussions, upload their work and pictures and raise any concerns or suggestions.</p> <p>All pupils who require an ILSP, are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they</p>

	<p>feel they need support. They are then asked to sign their ILSP or additional support sheet in response to this.</p>
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<p>First day contact is made by phone if a child is not in school. *Every term pupils with under 90% attendance are identified and receive a letter from the Parent support Officer. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.</p> <p>Attendance Officer meets weekly with Educational Welfare Officer (EWO) to discuss all pupils under 95%.</p> <p>There is a weekly assembly which announces the class with the best attendance for the previous week.</p> <p>There is a termly assembly to reward pupils with the best attendance.</p> <p>Certificates are given every term for 100% attendance. Also at the end of the year, an award is given to pupils who have maintained 100% attendance.</p>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<p>A copy of the Schools Behaviour and Discipline Policy is available on the school website.</p>

<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<p>The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.</p> <p>Trips out or visitors in are organised termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.</p> <p>Pupils with SEN have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.</p> <p>See also Equal Opportunities Policy.</p>
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<p>Transition meetings are held in the Autumn Term of year 6 to inform parents/carers of Secondary School Provision. Secondary school representatives are invited to consultation evenings.</p> <p>Statemented SEN pupils will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5.</p> <p>Visits to prospective new schools are arranged in liaison with the senior schools.</p> <p>A transition plan is organised throughout the school by each year group to allow children to visit / get to know their new year group / staff.</p>
<p>Details of medical and personal care procedures.</p>	<p>Training is delivered with regards to asthma, epipens, diabetes, and any other medical needs related to the pupils in the school.</p> <p>Many of our staff have received Paediatric First Aid Training and regular refresher training courses are attended.</p> <p>Pupils requirements with regards to medical care are kept in the staffroom, and main office. All children who have severe medical conditions have their photograph and a brief explanation of actions required displayed in these rooms. Also dinner time staff and outside agencies who work with the children are provided with a photographic record of these children. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Pupils with long term medical needs are listed in the school office. Any medication given is recorded.</p> <p>Support staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day. or by phone call if required.</p>

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4) Equipment & Resources

<p>Details of the specialist staff working within the school and qualifications.</p>	<p>The school employs a qualified teacher, a level 2 teaching assistant and additional teaching assistants according to the needs of the children to support pupils with a statement / EHCP ,some School wave 2 pupils and children with more complex communication needs.</p> <p>Other specialist staff are organised through outside agencies.</p>
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<p>Speech and Language Therapy Service</p> <p>Special Needs Early Years team</p> <p>Occupational Therapy: Gem Centre</p> <p>Physiotherapy – Gem Centre</p> <p>Visual Impairment Team</p> <p>Hearing Impairment Team</p> <p><u>MAST 6 Team:</u></p> <p>Educational Psychologist:</p> <p>Assistant Educational Psychologist: Yuvender Prashar</p> <p>Area SENCO: Margaret Renshaw</p> <p>BAMHS: Rebecca Parker Britain</p> <p>Parents are encouraged to contact the Wolverhampton Information, Advice and Support Service if needed.</p>

Details of the schools access arrangements.	See Disability Accessibility Scheme
Details of how the schools SEN budget is allocated.	Full time SENCO 3 Teaching Assistants (1:1 support). Resources Outside Agencies e.g. counsellors, art therapy, BAHMs. Training for staff Contribution to higher levels of TA year group support
Details of travel arrangements to and from school.	Children for speech and Language Unit have taxis provided by Rainbow Taxis and Associated Taxis.