**Sidlesham**

**Primary School**



**SEN *Local Offer***

**April 2022**

**What is the Local Offer?**

The local offer is a key requirement of the government reforms within the Children and Families Act 2014. Each local authority is required to collaborate with children and young people with SEND and those caring for them, to co-produce a local offer. This offer will provide information about the services available to support children with SEND and their families and demonstrate how these services can be accessed and what can be expected from each school. Each school is required to contribute to this offer by publishing the details of how they endeavour to support and enhance the learning experiences for pupils with SEND.

In order to communicate this offer effectively, 14 questions have been devised in consultation with parents, carers and other agencies. These questions reflect their concerns and interests and answers to them are intended to provide the information you need to plan for your child’s learning experiences.

**Sidlesham Primary School’s Local Offer**

**1. 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 Sidlesham, pupils’ progress is assessed and monitored throughout their school career by class teachers, the SENCo, the senior leadership team and the Governors. Teachers collect data using various tools including observation, assessing against early learning goals, the phonics screening check, monitoring pupil progress towards age related expectations and standard attainment tests. This assessment data is moderated and analysed to create a detailed picture of the progress, attainment and targets for each pupil. If expected progress is not being made, additional in-class support is offered. This support is identified in termly planning and progress meetings with the Headteacher and SENCo and is closely monitored. Often this is sufficient to bridge the gap; however some pupils require further support and intervention.

If this is the case we will discuss this with you and agree on the next steps. In addition to the usual school assessment, additional screening checks and external support are available to help us identify areas of strength and specific gaps in learning. These can be completed by the SENCo in school or through the involvement of outside agencies such as the Educational Psychology Service, Speech and Language Therapist or Learning and Behaviour Advisory Team, according to the child’s identified needs. Through ongoing assessment and observation, a detailed picture of the pupil’s learning needs can be established, which is used to inform the delivery of suitable support or intervention.

If you are concerned about your child’s progress or believe they have a special educational need, please discuss this, in the first instance, with your child’s class teacher. Additional assessment or support can then be discussed and implemented by the SENCO.

**2. How will Sidlesham Primary School support my child?**

The named Inclusion Lead for the school is Mrs Lorraine Osmend and the SEND link governor is Mr James Brett.

In order to help children who have special educational needs, we will adopt a response that matches the child’s needs and may bring in specialist expertise if necessary. We will record the steps taken to meet the needs of individual children as necessary. The pathway to additional support is likely to be different for each pupil as their needs change and they progress through school; therefore identification takes place at different points in their school life.

Having identified a child’s individual learning needs, specific targets and interventions are planned which will provide personalised learning opportunities designed to close the gap. The impact of these interventions are evaluated each half term to ensure pupils make the best progress they are capable of. This targeted provision is planned, delivered and monitored by class teachers with the support of our teaching assistants. Mrs Osmend supports class teachers with this process and is available to offer advice and support. SEND provision is recorded and monitored using an online platform called Provision Map where each child’s record contains records of any interventions they have received and their Individual Learning or Healthcare Plan.

The school’s governing body are involved in supporting children identified with additional needs and we have a designated governor with responsibility for SEND.

At Sidlesham, we also have our school wellbeing dog, Marley, who offers support and friendship to our children. He is fantastic for immediately engaging the children and producing smiles on difficult days!

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

We strive to provide an engaging and exciting curriculum for all children which is deep rooted in growing their hearts alongside growing their minds.

Quality teaching is essential to meet the needs of all children. Thorough, appropriately personalised planning is used to support the learning needs of all pupils and will involve a range of learning styles, targeted support, adult-led groups and the use of effective learning resources and ongoing assessment for learning. The range of resources that are available is considerable and can range from everyday equipment to specialist resources. A range of out of class interventions are also used in school to support learning when class based support does not fully meet a pupil’s learning needs.

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

All children’s progress is monitored continually by his/her class teacher and progress is formally reviewed four times a year. This is analysed by the Head Teacher, Assessment Manager and Inclusion Lead and discussed with our Governors. We hold parent’s evenings in the Autumn, Spring and Summer (on request) terms for parents/carers and teachers to review the progress and attainment your child has made and discuss future targets together. If your child has an Individual Learning or Healthcare Plan, these will also be discussed at parents evenings. Our reports are sent out mid-year with targets being set for the summer term.

If you have minor concerns the class teacher is available in the playground at the end of the day and the SENCo is available via email or telephone. If you have a more significant concern then you should make an appointment with the appropriate member of staff to ensure they are available and they have the correct information to hand.

If your child has an Educational, Health and Care Plan an annual review will be held in school to consider the impact of current provisions and future plans. Some pupils may benefit from regular communication between home and school; the best way to do this will be discussed between you and your child’s class teacher. This also helps provide a consistent approach in both settings.

**5. What support will there be for my child’s overall well–being?**

The safety and well-being of all of our children forms the foundation of all we do in school. We endeavour to ensure that each child reaches their potential in an environment where they know they are safe, valued and accepted. As a team, the teachers, support staff and senior leadership team work to create an ethos where pupils want to learn and achieve, where they are excited by learning and where they know they are supported and encouraged as they face different challenges.

Our newly trained ELSA (Emotional Literacy Support Assistant) will soon be working with children targeting social skills, self-esteem, confidence and emotional wellbeing for pupils who have been identified by staff/parents.

Most importantly, we strive to personalise rather than standardise learning for each member of our learning community. By knowing each other well and building positive relationships between children, staff and parents, we ensure that each individual has the very best experience of learning. Children’s learning is personalised to meet their needs, offering the support and challenge needed at the right times to ensure that they thrive. By the time your child leaves Sidlesham, we will have nurtured and supported their whole being to ensure that they are ready for their new adventure and equipped to face the challenges that may lie ahead.

**Pupils with medical needs**

If a child has a medical need then a detailed care plan is compiled in consultation with parents/carers and the school nurse or other agencies. These are discussed with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carers, prescribed medicines are administered in school on completion of a medication form.

**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 specialised advice and expertise. Before we make any referrals to a specialist service we will always gain your permission.

Agencies used by the school include:

* + Educational Psychologist Services
	+ School Nurse service
	+ Inclusion and Learning Support Team (LBAT, ASCT)
	+ Children’s Therapy Team (Speech & Language/Occupational Therapy)
	+ Integrated Prevention and Earliest Help Service (Early Childhood Service, Children and Family Centres, Think Family, Early Help Youth Services, Healthy Child Programme, including health visitors, school nurses and the Family Nurse Partnership).
	+ CAMHS (Primary Mental Health Workers and Child & Adolescent Mental Health Service)

**7. What training have the staff supporting children with Special Educational Needs had or are having?**

Each staff member undergoes a programme of continual professional development aimed to support the needs of the children they are working with. This includes inset days, performance management, observations and staff meetings. There is also an annual audit of training needs taking into account school priorities and personal professional development.

Examples of training that our staff have undertaken:

Safeguarding

First Aid

Autism Awareness

Subject specialist training

The National Award for Special Educational Needs Coordination

ELSA

Mental Health

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

Sidlesham school is committed to providing effective learning opportunities for all pupils. As outlined in the 2014 National Curriculum statement on inclusion, the school aims to:

* Set suitable learning challenges
* Respond to pupils’ diverse learning needs
* Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Staff will communicate regularly with the parents of pupils with additional needs and seek the views of the pupils themselves on a regular basis. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that that an intensive level of 1:1 or even 2:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

**9. How accessible is the setting?**

The school building is accessible to wheelchair users through the front door of the school. It is a single story building so wheelchairs can move around within it. We have an accessible toilet facility for staff, visitors and pupils. We also have an accessible parking bay.

**10. How will the school prepare and support my child to join Sidlesham Primary School and transfer to the next school?**

At Sidlesham, we appreciate what an anxious time starting or moving schools can be, therefore strategies are in place to enable your child’s transition to be as smooth as possible.

On entry, a transition programme of visits in the summer term for children starting in September including visits with parents/carers and a visit to their new class (without parent/ carer), is put in place. Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school. The Reception teacher will visit children in their preschool setting and in their home environment . If parents or teachers feel a child is not ready for full time school they can remain part time until the term they turn five.

Transition into the next setting will follow a similar pattern of pre-visits, information sharing and, if necessary. a graduated transition. We work with the local secondary schools to ensure that the children are familiar with them before joining them.

**11. How are school resources allocated and matched to children’s individual special educational needs?**

Learning resources are allocated by class teachers and the SENCo. The specific allocation of resources is dictated by individual needs and the statutory requirements of an EHCP. The guiding principle is for all pupils to be able to access their learning effectively and by doing so, make good progress.

The resources for all pupils are administrated by the headteacher, governing body and the senior leadership team.

**12. How is the decision made about the support my child will receive?**

Every child’s needs are carefully assessed and having identified the strengths and gaps in learning, desired outcomes are put in place. The SLT and SENCo, in consultation with the class teachers and external recommendations, will agree on the level of support needed to meet the desired outcomes.

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

Parents/carers play a vital role in the life of the school. There are opportunities to attend parents’ evenings, new parent meetings, parent curriculum workshops, sharing assemblies, performances, in-class curriculum activities (e.g. Maths afternoons), accompanying visits, join the PTA, parent governors, volunteer to hear readers and support with swimming. We also welcome parents with a particular area of expertise or experience to come in to talk to the children.

Additionally, parents/carers are invited to give their views of the school through regular surveys.

**14. Who can I contact for further information?**

If you wish to discuss your child’s educational needs please contact one of the following:

* Your child’s class teacher
* Mrs Lorraine Osmend - Inclusion Lead losmend@sidleshamprimaryschool.co.uk
* Miss Emma Ritchie - Headteacher head@sidleshamprimaryschool.co.uk

Appointments with the above can be arranged via the school office on 01243 641238 office@sidleshamprimaryschool.co.uk