

## Northchapel Primary School – Local Offer

All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs or disabilities (SEND). Northchapel Primary School is a mainstream school and part of the Rother Valley locality, who work collaboratively to ensure best practice, and is an inclusive school.

Our school – the Northchapel Way

- Every child at Northchapel is an individual and support will be differentiated to meet their needs.
- We have high expectations of behaviour; everyone in the school community is treated with equality and respect.

During this time of Covid 19 the SEND pupils will be in their own 'bubbles' but interventions will continue with precautions as set out in the school's risk assessment.

If there is a need for remote learning e.g. lockdown, self-isolating or a shielding family, then this will be provided by class teachers, using Class Dojo, and support from the SENDCo via email or telephone.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- The children at Northchapel are assessed each term against the Early Years Foundation Stage Curriculum and the National Curriculum Age Related Expectations in reading, writing and maths.
- Children identified as having a significant difference to the expected targets or those who are consistently not meeting their individual targets are observed, monitored and assessed individually to identify any specific needs.
- Children entering the school are assessed by the class teacher and previous records are read and considered when identifying individual children's starting points, and a baseline assessment is devised, using the Assess, Plan, Do, Review format. Any history of SEND will lay the foundations of the next steps in learning and identifying the areas of support required.
- Information gained from the previous school or nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.
- If you are personally concerned you should speak to your child's class teacher, make an appointment to ensure enough time is given to the discussion.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Our SENDCo will oversee and plan personal learning plans (PLPs) for all children on the SEND register and this will be implemented by our very experienced and caring team of teaching assistants (TAs) and class teachers. The PLPs will include a table showing specific provision throughout the week, targets and progress. We invite parents and children to review PLPs termly with us.
- Each term every child meets with their class teacher for a 'time to talk' about how they are doing and what the next steps are in the learning journey.

How will the school staff support my child?

- Any member of the team working with individual children will be responsible and, in a position, to share information and achievement. We can use a home/school communication notebook for recording significant moments both at home and at school, also 'meet and greet' at the start of the day for targeted children. Teaching assistants work with class teachers to provide small group or 1:1 support in the classroom. We have an Emotional Literacy Support Assistant (ELSA) who can work with children with Social, Emotional and Mental Health Needs.

How will the curriculum be matched to my child's needs?

- Independent learning is promoted through the use of visual timetables, homework and ICT.
- Learning within the classroom is differentiated to support the needs of all abilities.

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

- Regular meetings take place with our parents, staff and outside agencies to review the needs of our children. To ensure the best possible provision and support for your children we like to include you and our staff working together in making decisions. Communication between our school and you, as parents, is vital to our approach and we value your opinions and concerns.

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

- We have a small, inviting group room (The Tree House) for 1:1 and group work, for activities such as social skills groups, working on specific PLP targets, ELSA sessions and occupational therapy.
- Funding is used to purchase IT programmes and training for staff to specifically meet the needs of children at the school.

How will my child be included in activities outside the school classroom including school trips and what support will there be for my child's overall well-being?

- Risk assessments and identified differentiated plans are put into place for children with specific needs when planning trips or extra-curricular activities. Most staff members have had training in restraint (Team Teach) and behaviour modification. Please look at our Behaviour Policy on our website. All students take part in a range of PSHE skills programmes.
- We have a team of qualified First Aiders. We have access to the School Nurse. There is a policy for the administration of medicine.
- In recent years we have taken children with a range of special needs on a day trip to Bruges, Belgium; on an outdoor activity residential and a cultural residential in London as well as many opportunities to take part in dance, singing and drama trips. All children are given the opportunity to have a topic based trip each term and support is given so that every child is able to participate fully.

What specialist services and expertise are available for access by this school?

- We have a good, professional relationship with a range of outside agencies and services e.g. the Educational Psychologist team, the Speech and Language team, the Occupational Therapy team, the Social Communication team, the Family Support team and Social Services.
- A few families may also benefit from support through an Early Help Plan.

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

- Our SEND team are well qualified. The SENDCo has QTS (Qualified Teacher Status), B.Ed and the National Award for Special Needs Coordination. One TA has HLTA status (Higher Level Teaching Assistant), two TAs are trained Learning Mentors, one of these is also an ELSA, one TA has had training to support dyslexia and another in autism. Regular training is available as well as opportunities through INSET, and TAs are trained to use interventions such as Clicker 6, Direct Phonics, Precision Teaching, 1stClass@Number, Speech and Language development and Jump Ahead.

How accessible is the school environment (indoors and outdoors)?

- Our school is 'wheelchair' friendly.
- Forest School sessions are an important part of school life for all children. We have an Early Years site next to the school – the Glebe, and a larger site 'Little Wood' for years 1-6, within about 15 minutes walking distance.

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

- We welcome your involvement in many ways. You can simply support the PTA (Parent Teacher Association), volunteer to help in a classroom using your own expertise or listen to children read, most importantly we encourage you to attend consultation evenings and PLP review meetings.

Who can I contact for further information?

- Our SEND governor meets with our SENDCo to discuss provision and the needs of your children. We can signpost you to support groups and forums.
- Our SENDCo works part time in the school but can be contacted through the school office.

How will the school prepare and support my child to join the school and transfer to a new setting?

- Transition arrangements in joining Northchapel are well planned and we will support both you and your child. Children joining Reception are given many opportunities before starting school to familiarise themselves with the school community and environment. They are also given the support of a Y6 Buddy.
- Transition arrangements on leaving Northchapel for secondary education are well planned; extra opportunities for your children to visit their next school are always available to help them feel supported and confident.

Reviewed September 2020 J.E.