



COOMB BRIGGS PRIMARY SCHOOL

The Local Offer for Coomb Briggs Primary

Questions referenced to the SEN (Information) Regulations (Clause 65)	
DECISIONS ABOUT WHETHER A STUDENT HAS SEND	
How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?	<p><i>Identification</i></p> <ul style="list-style-type: none">• <i>Liaison with previous school/setting</i>• <i>Early Years Foundation Stage Baseline assessments</i>• <i>Parental contact via open door policy</i>• <i>Termly tracking of data</i>• <i>Termly SEND pupil progress meetings with class teacher, SENCO and Consultant following pupils' individual monitoring of progress</i>• <i>Provision Mapping related to assessing Pupil Progress</i> <p><i>Parental Action</i></p> <ul style="list-style-type: none">• <i>First point of contact is class teacher via the open door policy</i>• <i>SENCo and Specialist Needs Consultant available on Thursday mornings if parents wish to discuss any concerns</i>• <i>Head teacher available if concerns need to be taken further</i>
How is the decision made about how much individual support pupils will receive?	<p><i>The decision making process:</i></p> <ul style="list-style-type: none">• <i>Head teacher, Deputy, SENCO , with Class teachers review all progress data on a regular basis at the Pupil Progress Meetings (or sooner if necessary)for all SEND pupils</i>• <i>The SENCo, acting on the advice of other professionals, as appropriate, determines Interventions and support.</i>

	<ul style="list-style-type: none"> • <i>The SENCo has a strategic leadership role in supporting class teachers in developing provision for pupils with special educational needs and disabilities</i> • <i>Class teachers are responsible for day-to-day provision, and they manage the work of any teaching assistants who work with SEND pupils. The SENCo offers support and guidance as necessary, as do other professionals e.g. Educational Psychologist, Paediatricians, Specialist Advisory Service, SEN Consultant.</i> <p><i>Parents' involvement</i></p> <ul style="list-style-type: none"> • <i>Parents are involved and invited to attend meetings to discuss and agree intervention and support</i> • <i>Advice is given to parents as to how best to support their child at home</i> <p><i>Please note</i> <i>Any provision made via an Education, Health and Care Plan will be reviewed 6 monthly for those in Foundation Stage and Annually thereafter (unless significant changes are required in the interim)</i></p> <p><i>Professionals to be involved with the child is based on the child's individual needs</i></p>
<p>SUPPORT FOR LEARNING AND WELL-BEING</p>	
<p>How does the school support pupils with special educational needs and disabilities?</p>	<p><i>How the school oversees and plans education programmes for pupils with SEND?</i></p> <ul style="list-style-type: none"> • <i>Initially, the school will map out the individual child's needs and then identify an appropriate programme of support</i> • <p><i>Parents' involvement:</i></p> <ul style="list-style-type: none"> • <i>Pupil programmes are discussed and planned in partnership with parents</i>

	<p><i>Who supports pupils with SEND and what is their role:</i></p> <ul style="list-style-type: none"> • <i>The school employs a Learning Mentor who works with pupils who may require additional support to access learning due to emotional, social or behavioural difficulties. Often, these pupils are those who have SEND</i> • <i>Fortis Therapy are also used to support children with social, emotional and behavioural difficulties</i> • <i>The schools PA/Finance Officer monitors attendance data carefully. The Headteacher supports pupils and families who may have difficulties in this area. Educational Welfare Officers may become involved if it is deemed necessary.</i> • <i>Some of the school's SEND pupils are currently under the single assessment process, and therefore regular multi-agency meetings are held. Relevant professionals and outside agencies are involved, as well the pupil's parents. Pastoral, social and medical support can be provided through the Single Assessment process e.g. through agencies such as FAST, FRS, and CAMHS.</i> <p><i>How information is communicated to parents</i></p> <ul style="list-style-type: none"> • <i>If parents are concerned regarding issues related to their child's learning and wellbeing then they can speak to the class teacher in the first instance, and if necessary contact the SENCO or Headteacher, depending on need.</i> <p><i>Involvement and responsibilities of Governors</i></p> <ul style="list-style-type: none"> • <i>Governors are informed on a termly basis when they consider reports on school SEND Policy and Action Plan</i>
<p>How does the school help parents to support their child's learning?</p>	<p><i>The school explains to parents how their child's learning is planned dependent upon the child's individual needs.</i></p>

	<ul style="list-style-type: none"> • <i>Generally, meetings are held with all parents.</i> • <i>On an individual basis more bespoke meetings are held with parents, if and when required.</i> • <i>To help parents to support their child's learning outside of school, specific advice is provided as necessary and/or appropriate.</i> • <i>Children are made aware of their progress via conversations with individual members of staff and acknowledgement of achievement of their individual learning targets.</i>
<p>What mechanisms are in place for supporting pupils' overall wellbeing?</p>	<p><i>Medical and Emotional needs</i></p> <ul style="list-style-type: none"> • <i>Children are provided with either specific 1:1 support or small group support for emotional needs or may be placed on the SEND Register if appropriate.</i> • <i>Special exam arrangements for identified students are organised for year 6 SATs.</i> • <i>Fortis Therapy are employed to support children on an individual and group basis. They can support children with social, emotional and behavioural difficulties</i> • <i>School also maintain pastoral records in class where teachers, teaching assistants and lunchtime supervisors can comment regularly, when necessary</i> • <i>School manages the administration of medicines by means of a specifically monitored and locked resource cupboard</i> • <i>Parents are asked to complete a consent form as well as providing specific information from the GP prescribing the medication</i> • <i>To support this process school has appointed 2 designated first aiders for break times</i> • <i>First Aid Training is provided and continually updated</i> • <i>The School Nurse is easily accessible</i> <p><i>Cognition and Learning</i></p>

	<ul style="list-style-type: none"> • <i>Some individual pupils may have specifically tailor-made programmes as required e.g. Rapid Reading, Rapid Phonics, Rapid Maths, Talking Maths, Pindora’s Box, Building Books, DiaPhon along with many others.</i> <p><i>Behaviour</i></p> <ul style="list-style-type: none"> • <i>The school policy for behaviour/discipline is made known to all pupils is followed by all teachers and staff in school.</i> <p><i>Attendance</i></p> <ul style="list-style-type: none"> • <i>Daily register trawls are made and close liaison is maintained with parents via meetings and phone calls.</i> <p><i>Pupil Views</i></p> <ul style="list-style-type: none"> • <i>The views of pupils are obtained via class teacher</i> • <i>Pupils participate in weekly PSHE lessons where circle time fosters exchange of views.</i> • <i>Individual subjects seek out pupil voice throughout the year and after new events in school.</i>
PROGRESS, PLANNING AND KEEPING PARENTS INFORMED	
How will parents know how their child is doing?	<ul style="list-style-type: none"> • <i>Parents are kept informed via the annual distribution of reports mid-way through the Summer Term</i> • <i>Teacher/Parent meetings are held for all pupils three times a year.</i> • <i>More regular meetings are arranged regarding individual pupils, depending on need</i> • <i>Data is inputted three times a year</i> • <i>If any further interventions are required, separate meetings with parents and appropriate professionals would be held.</i> • <i>If required, contact is maintained between home and school via a home to school book which can be used for a variety of</i>

	<i>reasons.</i>
How are parents involved in discussions about planning for their child's education?	<p><i>Parents</i></p> <ul style="list-style-type: none"> • <i>Parents are involved as much as possible in planning their child's education.</i> • <i>Parents are invited to meet and discuss recommendations, suggested interventions, targets etc following diagnostic assessments</i> • <i>Parents invited to meet to discuss and be involved in developing their child's Provision Map</i> • <i>Parents are welcome to contribute through discussions with class teachers/SENCo at any time.</i> • <i>When reporting back to parents, their child's progress is compared to age expected expectation.</i>
How are children able to contribute their views?	<p><i>Children</i></p> <ul style="list-style-type: none"> • <i>Class teachers discuss reading, writing and maths targets with the pupils on a daily/weekly/termly basis.</i> • <i>They are asked about the support they are getting and how they feel about it</i> • <i>Future aspirations are recorded and taken into consideration.</i>
PROVISIONS, RESOURCES & SERVICES	
How is learning and development provision matched to individual pupils' needs?	<p><i>Differentiation</i></p> <ul style="list-style-type: none"> • <i>Differentiation is part of all lessons and is considered essential element to 'Quality First Teaching'.</i> • <i>SEND children receive additional support as necessary, for example through deployment of resources and staff.</i>

<p>How are the school's resources allocated and matched to pupils' SEND?</p>	<p><i>SEND budget</i></p> <ul style="list-style-type: none"> • <i>The school's SEND budget is allocated for resources, staffing, training and may be used to support the specific needs of pupils with EHCPs</i> • <i>The Head Teacher has overall responsibility for the SEND budget</i>
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<ul style="list-style-type: none"> • <i>School has Paediatric First Aid members of staff, 2 of which have First Aid at work qualifications</i> • <i>School access support from a Specialist Educational Needs Consultancy</i> • <i>School access other specialist services such as Educational Psychologists, Occupational Therapy, Speech and Language Therapy, Fortis, Consultant Paediatricians, School Nurse and Specialist Advisory Service.</i>
<p>How accessible is the school environment? (n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<ul style="list-style-type: none"> • <i>The school building is wheelchair accessible</i> • <i>The school has appropriate disabled changing and toilet facilities.</i> • <i>An Accessibility Plan would be put into place if required.</i> • <i>No steps in or around school</i> • <i>Classrooms would be adapted to ensure access if available to everything.</i>
<p>How are pupils included in activities outside the classroom including trips?</p>	<p><i>All pupils with SEND are able to access all of the school's activities The school assists individual pupils on a needs-led basis.</i></p>
<p>STAFF TRAINING</p>	
<p>What training have the staff supporting pupils with SEN had, or what are they expected to have? (n.b under the SEN Code of Practice legislation, schools need to offer high quality professional development and training to the work force.)</p>	<ul style="list-style-type: none"> • <i>Staff have received training in ASD, Scotopic Sensitivity Training, SALT and OT.</i> • <i>Staff receive SEND training as required for individual pupils</i>

TRANSITIONS	
<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<ul style="list-style-type: none"> • <i>Very detailed transition plans are offered to pupils and parents before a pupil joins the school and reflect their needs.</i> • <i>Information passed on to a new school includes the pupil's file and where appropriate SEND/CIN/CP information</i> • <i>To help prepare a pupil for a change in placement, Year 6 pupils are involved in receiving school participation visits.</i> • <i>These are followed by planning in Year 6 and further visits to the receiving school.</i> • <i>The school has full transition plans for moving from Foundation Stage to Key Stage One, Key Stage One to Key Stage 2</i> • <i>Children move to their next class at the end of the summer term to meet their new teacher. Additional transition days can be arranged when required.</i>
FURTHER INFORMATION	
<p>Who can parents contact for further information?</p>	<ul style="list-style-type: none"> • <i>The first point of contact for a parent if they want to discuss something about their child would be the child's class teacher.</i> • <i>If more advice/ information is required they are welcome to contact the SENCO</i> • <i>Complaints about the school should be directed to the Head Teacher</i> • <i>Complaints about the Headteacher should be directed to the Governors of the School</i> <p style="text-align: center;"><i>The school welcomes the involvement of The Parent Partnership where necessary.</i></p>

School contracts a SEN Consultant who offers advice/support and provide diagnostic assessments to help provide effective targeted interventions. No diagnostic assessment will be carried out without parental consent.

Available assessments include:

- Dyslexia Screening Test
- Assessment of School Readiness
- Wide Range Intelligence Test
- Wide Range Attainment Test
- Test of Visual and Auditory Perception
- Screening for Scotopic Sensitivity
- Assessment of expressive and receptive vocabulary
- 3 assessments of phonological awareness
- In depth assessment of Working Memory
- Diagnostic assessment of mathematical concepts and numeracy.