

Stewart Headlam Primary School Local Offer for Pupils with Additional Needs

Stewart Headlam Primary School

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

Stewart Headlam Primary School is committed to providing an appropriate and high quality education for all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Stewart Headlam is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to achieve a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners. The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to help pupils to work towards becoming independent and lifelong learners.

What type of school is Stewart Headlam?

Stewart Headlam is a mainstream two form entry primary School. We have 16 classes from Nursery to Year 6. Our current roll is 315.

Our Ofsted Rating

Our last ofsted inspection was in January 2017 we were judged to be a good school. Our standards are high with end of key stages being consistently

above national figures.

How does Stewart Headlam give pupils a voice?

Stewart Headlam promotes a Person Centred Culture. We aim to involve parents and their child at all stages of SEN process including target setting, planning and annual reviews. We also have an annually elected School Council which ensures that all children are allowed to give their views on a wide variety of subjects.

How does Stewart headlam know if a child has special educational needs?

We believe that early identification is the key to effective intervention.

We ask new parents to let us know if their child has any special educational needs or disability so that we can discuss this and make sure the right support is in place for their child.

If a teacher has concerns about a child this will be discussed with the SENCo. Class teachers meet with the SENCo for Highlighting Meetings once a term to discuss pupils.

There are also Pupil Progress Meetings held for each class once a term. In these meetings the head teacher, the class teacher, teaching assistant, phase leader and SENCO meet to discuss the progress of all pupils in the class. Where there are concerns about a child's progress, these are discussed and support is put in place straight away.

If we think a child may have special educational needs, we will arrange a meeting with the class teacher, parents and child where appropriate.

What should I do if I think my child may have a special educational needs or disability?

Parents are always welcome to speak to us if they have any concerns. Parents can ask to speak to the class teacher about their concerns. Then a meeting will be arranged for the parent to meet with the Special Educational Needs Coordinator (SENCO).

How will Stewart Headlam support my child with special educational needs? How will I be involved in decisions about my child's education?

All teachers are teachers of SEN and so the expectation is that children's needs are met through quality first teaching and effective differentiation.

During the Highlighting meetings with the SENCo and the Pupil Progress meetings a discussion takes place to determine the best support for the pupils.

For a child that needs additional/different support/intervention

First we identify what the particular issue or problem is.

We agree to a programme of support that is carefully targeted. Everything is written down on an Individual Education Plan for each child. This plan describes what we will do to support the child. Then the support is reviewed after some time. New targets may be set.

If there are still major concerns about the child's learning then the child may be referred to an Educational Psychologist for further assessment.

We recognise the unique knowledge and information parents and carers have about their child and are committed to working in partnership with them therefore parents will be consulted at all of the above stages.

How does Stewart Headlam adapt the teaching for children with special educational needs?

Children with special educational needs are generally taught alongside other children but lessons are designed so that all children in the class learn and make progress. We do this by planning what's called differentiated lessons. This means that all children are working on the same topic but the activities and questions teachers ask are matched to the ability of the child.

However advice from outside agencies will be sought, where necessary, to plan for children with specific needs and integrated into the daily routines. Support is directed at particular needs of the children, to help develop a variety of skills. Some children will work in small, adult led groups for some sessions, or they may take part in 1:1 programmes and interventions.

How does Stewart Headlam decide what resources will be given to a child with special educational needs?

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it.

Decisions about which support programme is best for a child are made by the Special Educational Needs Coordinator (SENCO) in consultation with class teacher and parent/carers. Parents are invited to give their views through a meeting. Judgement on whether the support has had an impact is thoroughly assessed, through regular assessment, pupil progress meetings, Highlighting Meetings and Annual Reviews.

In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

How does Stewart Headlam check that a child is making progress and how will the parents be informed?

All pupils identified as having special educational needs will have a progress review meeting at least Twice a year. During these meetings we will review the Individual Education Plan and the impact of the support in place. We will involve the children in these meetings wherever possible and will also include the views of any professionals working with your child. We will always try to arrange these meetings at a time that allows you to attend with your child.

We will also have continued monitoring, observation and assessments. Teachers have Pupil Progress meetings once a term and Highlighting meetings

twice a year. There will also be Annual Reviews and ongoing dialogue with parents and outside agencies. Further assessments will be carried out by the Educational Psychologist or specialist teacher.

What support will there be for children's health and general well-being?

At Stewart Headlam we educate all children to think about healthy lifestyles and their own well-being. We have 'Playground Buddies'; older children who have been specially trained offer support to younger children in the playground. Stewart Headlam has clear anti-bullying and behaviour policies.

If a child has a particular difficulty they may be supported by the learning mentor or the Special Educational Coordinator (SENCO). With severe behaviour or Social and Emotional difficulties we may seek advice from the Educational Psychologist or from the Local Authority Behaviour support team.

Where necessary we may make referrals to the Nurse.

All Teachers and Teaching assistants have had first Aid training.

There is a medical policy.

What Specialist external services do we use when we think extra help is needed?

At Stewart Headlam we work with a variety of professionals to support our pupils with special educational needs:

Educational Psychologist

Part Time learning Mentor

Attendance Welfare Officer- 1 morning a week

External services we can access:

Phoenix School Outreach for pupils with Autism

Child and Adolescent mental health Service (CAMHS)

Behaviour Team /Cherry Tree Outreach

Specific Learning Difficulties team

Occupational Therapy

Hearing Impairment Team

Visual Impairment Team

Speech and language

What training are the staff supporting children with special educational needs receiving?

Regular training opportunities are planned both through in-school training for identified areas of development and out of school training.

Teaching assistant had training from the Speech and Language Therapist about developing vocabulary and communication. They have also had training with the Learning Mentor on how to support children with emotional and social needs. Staff have had First Aid training.

The training is continuous and varies to accommodate the changing needs of the children.

How will my child be included in activities outside the classroom and school trips?

At Stewart Headlam we make reasonable adjustments to ensure that all children are included in all activities inside and outside of the classroom.

Any trips or outings we plan always include children with special educational needs and/or disabilities. This includes our residential trips in Year 6.

Parents are consulted before any arrangements are made.

All of the pupils at Stewart Headlam can attend after school clubs.

How accessible is the school environment?

We can move our classes if we need to in order to accommodate a child who joins the school. There is no lift therefore Stewart Headlam is not currently wheelchair accessible in the middle and top floor.

There is a disable toilet available in the Community centre.

How will the school prepare for children joining our school and leaving our school?

We invite all the parents/carers of children joining the school to meet their child's class teacher before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

We work closely with other local schools. If a pupil is moving to another school then we will discuss the child's need with the SENCO of that school and arrange for the child to visit that school with a member of our staff. If we are receiving a child from a local school we arrange for our staff to visit pupils in their previous schools and arrange times for pupils to come and visit us to meet their new class.

We help Year 6 children prepare for Secondary school in the Summer term. A more extensive transition programme takes place for pupils with more significant Special Educational needs. This includes making transition booklets and visiting their Secondary Schools. The SENCO and learning mentors attends the Summer SENCO transition handover conference run by the local authority.

To ensure that the transition within the school is as smooth as it can be children visit their new classroom and new teacher before the start of the new year.

How are parents involved in life of Stewart headlam?

At Stewart Headlam we believe our partnership with parents are very important.

Therefore teachers are in the playground at the beginning and end of each day.

Family Liaison worker are in the playground too.

Both the teacher and SENCO are available to meet with parents by appointment.

If an outside agency is involved with a child then the parents are invited for a meeting for their views.

Parents are encouraged to attend coffee mornings –Wednesday am

Parents are invited to assemblies, other school events and receive school newsletter.

The school regularly carries out parent questionnaires

There are formal Parents meetings in the Autumn Term and Spring Term

Who can I contact for more information or to discuss a concern?

Your child's class teacher

The Special Educational Needs Coordinator (SENCO)

Family Liaison Worker-Motiur Rahman

A Senior member of staff:

Phase Leaders/Assistant Head Teachers

Deputy Head Teacher

Head Teacher-Cathy Gillespie

Our offer to children with special educational needs and disabilities was reviewed in [08/10/2018]

It will be reviewed again in [October 2020]