

Local Offer

The Henry Prince C.E. (C) First School

The Henry Prince Church of England Voluntary Controlled First School aims to nurture happy confident and caring children with positive attitudes to all areas of learning and development. The school affirms Christian beliefs and, as well as encouraging mutual respect amongst children, looks outward to its links with the church and the wider communities.

1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher (the SENCO) and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. Parents are kept fully informed of their child's progress through parents evenings, reports and any other meetings as required.

Parents are encouraged to discuss any concerns they might have regarding their child with school staff.

2. How will early years setting / school / college staff support my child/young person?

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred to

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties

- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

3. How will the curriculum be matched to my child's/young person's needs?

Teachers ensure that

- Planning incorporates differentiation for varying needs by task, groupings, resources, outcomes and/or method
- Teachers are aware of pupils different learning styles and plan to enable all pupils to achieve to their optimum potential
- Planning ensures differentiation of pace and challenge for all pupils through appropriate questioning eg carpet spaces allow targeted questioning according to ability including SEN and G & T pupils – see appendix
- Topics are chosen to provide enjoyable and interesting stimulus which motivate all children
- Each individual lesson will normally be linked to previous learning or teaching
- Plenaries provide an opportunity to reinforce learning for those needing extra support and challenge for those who have grasped the concept
- Marking follows the marking policy and developmental comments are differentiated appropriately
- Additional 1 to 1 support is planned to support pupils effectively
- Targets are shared with pupils and parents
- Targets are differentiated appropriately

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

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

5. What support will there be for my child's/young person's overall well being?

At The Henry Prince First School, PSHE provision aims to:

- Promote the ethos and aims of the school
- Promote healthy eating, a healthy lifestyle and personal hygiene
- Encourage pupils to grow into good citizens
- Promote a positive self image of each child
- Encourage pupils to develop confidence in forming positive social relationships

Pupils will be taught to:

- Respect others feelings, values and beliefs
- Keep themselves and others safe
- Show initiative, take responsibility and develop independence
- Have a moral awareness of right and wrong
- Appreciate and develop their own cultural traditions and those of other cultures (OFSTED Guidance for School Inspection)

6. What specialist services and expertise are available at or accessed by the setting / school / college?

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LA with a record of their work with the child including the arrangements they have already made.

The SEN Coordinator (SENCO) responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

7. What training are the staff supporting children and young people with SEND had or are having?

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LEA support services for one-off or occasional advice on strategies or equipment

There is a continuous CPD program that ensures all staff are trained to support specific and non-specific requirements and therefore supporting our SEN pupils to the best of our ability.

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

All activities either inside or outside the classroom are adapted to ensure they are fully inclusive to all children. Each activity is assessed, specific needs considered and inclusion achieved.

9. How accessible is the setting / school / college environment?

The building is mainly wheelchair accessible. There are disabled changing and toilet facilities. The school has the facility to translate the prospectus into other languages if required in order to communicate with parent carers whose first language is not

English. A translator would be provided for meetings. If specialist equipment is required, it will be provided after consultation with relevant parties.

10. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

All four First schools in the Weaver Cluster complete core activities from a transition unit.

- Make a Chatterbox
- Write a Chatterbox Letter
- Complete at least one piece of art work from the unit for display

Other activities can be done at the discretion of the individual schools.

Pupils also complete a set of Numeracy activities. All the schools will complete at least 4 activities based on the dice transition booklet and covering the four basic operations.

Nominated person from Ryecroft Middle School to visit each school and meet with Year 4 teacher to pass on data and personal information.

Nominated person from Ryecroft Middle School to visit each school and meet with Year 4 children to introduce themselves.

Nominated person from Ryecroft Middle School to visit each school and meet with First School Senco's to pass on data and personal information.

Middle school will host extra transition session for SEN children where necessary.

E-safety drama workshop to be organised and held at Middle school

Middle school transition events are organised – Science and Technology day and All Change Day/Days.

A list of sporting activities set up by the SSSP for years 3 & 4 during the academic year.

11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum.

12. How is the decision made about what type and how much support my child/young person will receive?

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through Early Years and the SENCO and the child's class teacher will use this information to

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The school's developing tracking system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Teachers may consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for

action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

13. How are parents involved in the setting / school / college? How can I be involved?

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

14. Who can I contact for further information?

The class teacher would be the first point of call for a parent with concerns about their child. The SENCo (Mrs J Naylor) and Head Teacher (Mrs J Naylor) would also be available. If you are considering whether child should join the school Mrs T Kinman can be contacted on 01335 342613. The local authority's Local Offer can be found on the Staffordshire County Council Website.