



OFFORD
PRIMARY
SCHOOL

School Information Report 2019

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Offord Primary School aims to provide an inclusive, happy, stimulating and challenging environment where everyone's potential is valued, enabling them to become confident members of the wider community with respect for themselves and others.

We are committed to providing equal opportunities, high quality education and care for all children in school, so they can reach their full potential. We strive to eliminate prejudice and discrimination and develop an environment where all children flourish and feel safe.

This guide outlines how Offord Primary School supports children with SEND.

SEND Contact

Janet Hartland (SENDCo)

1. How does Offord Primary School know if my child needs extra help?

All staff continuously monitor children's behaviour, progress and learning through observation, assessment and communication. Any thoughts and concerns are shared and discussed with the Special Educational Needs and Disability Coordinator (SENDCo), the Head teacher, the class teacher and if appropriate our pastoral member of staff. If we believe that your child has Special Educational Needs (SEN), we will talk to you and together put a plan of support in place. We may request the advice of outside agencies such as the specialist teaching team.

2. What should I do if I think my child may have special educational needs?

Please come and talk to us if you think your child may have special educational needs. The first person to speak to is your child's class teacher. They will pass on any information to the SENDCo and she will contact you. We will talk to you and if appropriate, together put a plan of support in place. We believe that a strong partnership between school and home helps children to be successfully supported.

3. How will the school support my child?

Your child's class teacher will plan support, resources, activities and lessons based on your child needs. The SENDCo will work alongside the class teacher to arrange any additional provision for your child e.g. if necessary, a relevant intervention programme. The SENDCo may also collaborate with the Head teacher and Senior Leadership Team to arrange additional provision for your child with special educational needs.

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

Teachers plan activities and lessons for all children with SEND, supported if appropriate by teaching assistants. Teachers have guidance from the SENDCo. We ensure learning is inclusive. Children will have access to the same opportunities. Through differentiated planning, teaching, activities and resources will be pitched at the appropriate level for your child, based on their needs. Occasionally, a child's needs may be best met by taking part in an intervention programme or activity outside the classroom for a short time.

5. How will you and I know how my child is doing?

Your child's class teacher will use the 'assess, plan, do and review' cycle for your child's learning needs. The class teacher will ensure that engaging and challenging activities are pitched at a level appropriate for your child. Every child has targets set for them at the beginning of the year in reading, writing and maths following assessments. These are reviewed at least three times a year and written in your child's report. For a child with SEN, these targets will also form part of their support plan or passport which includes information about what helps your child to learn, short term targets and resource ideas. Other relevant short term targets may be included e.g. those linked to motor skills or organisation skills. These support plan targets are reviewed regularly in collaboration with you and your child.



Every child is given small next step targets in lessons involving writing, reading or maths. The progress of children with Educational Health Care (EHC) plans are formally reviewed at an annual review meeting and may involve other professionals from outside agencies that are involved in your child's care.

6. How will you help me support my child's learning?

We welcome working closely in partnership with parents. Opportunities to discuss ways in which you can support your child are frequent throughout the year e.g. through informal conversations with your child's class teacher, support planning meetings, and parents' evenings where you can look at your child's work and talk to your child's class teacher.

7. What support will there be for my child's overall well-being?

We want all children at Offord Primary to be happy, confident learners. Your child's class teacher is the first point of contact for any concerns about their well-being. In addition to the support provided by your child's class teacher, we can provide, as needed, some individual and group support sessions dealing with a range of different issues e.g. friendships and confidence. We have a member of the support staff that runs these sessions. We may seek the expert advice and guidance from outside agencies such as health and social services or the specialist support team.

8. What specialist service and expertise are available at or accessed by the school?

We are able to meet the varied needs of the children at Offord through working closely with a range of external professionals that have the expertise to advise and guide us. These may include Educational Psychologists, a team of Specialists Teachers, health care professionals including Speech and Language therapists, Occupational therapists, Physiotherapists, the School Doctor, school nurses, parental support advisors and social workers amongst others. Referrals to some of these external agencies and support services are subject to their own guidelines and time frames. Many referrals involve completing an Early Help Assessment (EHA) in collaboration with parents.

9. What training have staff members supporting the children in the school had?

Many of our teaching and support staff have specific training or extensive experience in running a range of intervention programmes to support children with SEND. All teaching and support staff extend, update and share their professional knowledge of supporting children with SEND during regular meetings and in-house training. Training sessions by outside agencies relevant to the specific needs of children can be accessed by staff to update their professional knowledge.

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

Activities, school trips and residential stays are available for all children. Risk management assessments are carried out, advice sort from outside agencies if necessary and procedures put in place to enable all children to participate.

10. How accessible is the school environment?

Our school is on one level with ramps to allow access to the school. We have a disabled toilet with wet room facilities and a physiotherapy room. Class teachers ensure that classroom equipment is accessible to all children. Individual needs are considered carefully e.g. seating location to support children with hearing difficulties, and table height and location for wheelchair access. We monitor the accessibility of our school annually.

11. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

For children with SEND, starting school, moving on to the next year, and leaving primary school to start secondary school can be difficult. We work with early years settings, our own



teachers and secondary schools to ensure these transitions proceed as smoothly as possible.

If you have a child with SEND moving from another school to Offord: You can speak to us about any key information you feel is important to pass on to us. We will always seek to make contact with your child's previous school or nursery/ preschool to ensure key information is passed on to us. Transition meetings may be arranged, where key information will be passed to us, dates may be arranged for your child to visit their new class on a number of occasions prior to their start date and transition activities discussed e.g. a photobook of the classroom and school is made to take home so the layout becomes familiar.

When moving classes within school: In the summer term, each child has the opportunity to spend a session with their new teacher. If additional visits or resources are needed to support your child's transition, then this will be arranged. Current teachers and support staff meet and pass on key information to the next class teacher. The SENDCo ensures all staff are informed about any child's special educational needs. Relevant records are passed on for the start of the new school year.

In Year 6: During the summer term in Year 6, we will liaise with a member of your child's secondary school's SEND team to pass over key information and discuss your child's specific needs. Transition visits to your child's new school may be arranged and the secondary school may also want to discuss your child's transition needs with you.

12. How are decisions made about the type of support my child will receive?

Special educational needs can be identified through a number of routes including parents raising a concern, teachers raising a concern or discussions during progress meetings with the head teacher. Pupils are assessed and monitored regularly by the class teacher and any concerns can be shared with the SENDCo and the Senior Leadership Team (SLT). Provision for all children in the school with SEND is discussed termly by the SENDCo in collaboration with the SLT to map out provision for the year. Parents will be always be invited to be involved in discussions about their child's needs and planning for their support. We strongly value working with parents together. Special Educational Needs can be considered as falling under four broad bands:

- Communication and interaction
- Cognition and learning
- Social mental and emotional health
- Sensory and/or physical

Different children will require different levels of support in order to narrow the gap to meet age related expectations. This may take the form of targeted small group work, participation in a short intervention programme, additional resources to support access to the curriculum or personalised learning on a one to one basis.

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

It is important to us that we work in partnership with you and your child to meet your child's needs. We will work together to discuss and plan the support your child needs. This may be in the form of a passport with information about what helps your child to learn, short term targets and resource ideas included. As part of planning the passport, how you can support your child at home will be discussed. The passport will be reviewed and developed at least three times a year. If a child has an EHCP they will have targets to work towards which will be reviewed and developed in collaboration with you, any involved outside agencies, relevant school staff, and your child.



15. Who can I contact for further information and complaints? If you have any concerns or questions about how to support your child or how the school is supporting your child's needs then please contact your child's class teacher. These discussions often provide additional information that can answer these concerns or questions. After that, if you need further information or still have concerns, then please ask to speak to the SENDCo. If you continue to have concerns after speaking to the class teacher and SENDCo, please make an appointment to see the Head teacher. The Head teacher will be aware of your concerns as all staff at Offord work closely as a team. If you still have concerns you may wish to contact the Chair of the Governing Body.

Cambridgeshire's Local Authority Local Offer can be accessed via our website or www.cambridgeshire.gov.uk/SEND. It has information about provision in the local area for children with SEND and a wide range of information for parents.