



## **SKELTON PRIMARY SCHOOL LOCAL OFFER** **Info for Parents and Carers**

### **1.) Identification Of Needs**

*How does Skelton Primary School know if children need extra help?*

We know if pupils need extra help if:

The parents/carers, teachers or child raise concerns

Limited progress is being made

There is a change in the pupil's behaviour or progress.

*What should I do if I think my child may have Special Educational Needs?*

The class teacher is the initial point of contact for responding to parental concerns.

If you have concerns you can also contact Mr Woolf who is the SENCo of the school.

*Will I have to provide any information?*

You may be asked to fill in a Parent Viewpoint Form and can bring this to a meeting with the SENCo and Class teacher.

*Will any other agency be involved in the early identification process?*

The school offers 'Nurture' provision to support those identified with additional needs.

### **2.) Support**

*How will I know how Skelton Primary will support my child?*

Each child's educational plan will be devised by the class teacher. It will be differentiated accordingly to suit the child's individual needs. At times they will be closely supported by teaching support staff and the 'Nurture Team'.

If a pupil has needs relating to a specific area of the curriculum such as spelling, maths, handwriting etc, the pupil may be placed in a small focus group which may be run by the class teacher or a support assistant. The length of these

interventions will vary but will usually last a term when they will be reviewed by all involved to ascertain their effectiveness and to inform future planning. These interventions will be recorded on a class provision map( this is a record of the interventions, cost, timings and impact of the intervention). Any queries you may have regarding the interventions, don't hesitate to contact the class teacher or SENCo.

STANDARDS Meetings (to monitor Pupil Progress) are held each term. In this meeting class teachers discuss the progress of all children in their care. This shared discussion may highlight any problems in order for further support to be planned

Special Educational Needs forms an agenda item every week for 'Year Group' Meetings and staff are also asked to check any issues arising at this point.

*Who is involved with making decisions regarding the support my child receives?*

Decisions are made about the amount of support/provision required for an individual by the class teachers with support from Nurture/SENCo.

Parents are informed about interventions and support put into place when they share the provision map at the Parent/Teacher meeting. This may include taught sessions within the nurture setting, use of specialist equipment etc.

The school will make use of progression data to help inform whether the support has had an impact.

Occasionally a pupil may require more expert support from an outside agency such as an Educational Psychologist, Speech Therapist etc. A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments a programme of support is usually provided to the school and parents/carers.

### **3.) Curriculum**

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

All lessons will be appropriately differentiated and on occasion the children will work within small learning groups.

Teaching Assistants may be deployed to work either as 1-1s or with a small focus group.

Any specifics relating to curriculum delivery will be outlined on the individual's SEN Support Plan.

Children are ability grouped for basic skills sessions and may work in a year group below if this is deemed appropriate. (Again this will be detailed on the Support Plan)

*How will I know how my child is doing?*

You will be able to discuss your child's progress at Parents Evenings when individual progress will be shared.

Your child's class teacher will be available at the end of the day should you wish to raise a concern.

Appointments can be made through the office to speak to a class-teacher or the SEN Co in more detail.

*How will you help me to support my child in their learning?*

The class teachers will provide strategies you can try at home.

An outside agency will often provide you with a programme of ideas following an assessment.

#### **4.) Accessibility**

*Will my child be able to access all areas of the school?*

The school is wheel chair friendly throughout and disabled toilet and changing/washing facilities are available in two areas of school.

(Entrance/Base)

There are wide doors in some parts of the building.

#### **5.) Parental Involvement**

*How will I be involved in discussions about and planning for my child's education?*

All parents are encouraged to contribute to their child's education. This may be through:

Discussions with the class teacher.

Progression data is analysed half-termly and a Standards meeting takes place termly. Staff are fully informed of how young people are doing.

Parents' Consultation Evenings

Discussions with SEN Co or Nurture Team.

The Parent viewpoint form allows the parent to communicate freely regarding the young person's progress.

There are two written reports scheduled in the school year.

The parent is invited to share the Support Plan for their child and comment upon it.

## **6.) Overall Well Being**

*What support will there be for my child's overall wellbeing?*

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

☑ Nurture (KS1) (KS2)

Pupil voice is highly regarded. There is an opportunity for the children to comment upon their provision and this is also added to as they move through school.

## **7.) Specialist Services**

*What specialist services are available/accessed by the school?*

At times it may be important to liaise with outside agencies to receive their more specialised support

The following Specialist

Services are currently accessed

by the school

Educational Psychologist

CAMHS (Child Mental Health Service)

Learning Support Services (ASD) EYFS Inclusion Team

Occupational/Physiotherapist Speech and Language Team

## **8.) Staff Training**

*What training are the staff supporting children with SEND receiving/have received?*

All staff are First Aid Trained

During this year have received a staff training session on ASD Awareness.

All staff are updated on Child protection regularly.

Mr Woolf has studied for the 'National Award For Special Needs Co-ordination.'

## **9.) Activities Outside School**

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

Trips/outings/residential are planned inclusively and when necessary a parent will be invited in to discuss at the earliest planning stage.

Risk Assessments are carried out and procedures are put in place to enable all children to participate.

If it was deemed that an intense level of 1-1 support may be required a parent may be invited to accompany their child during the activity.

## **10.) Transition**

*How will Skelton Primary School support my children on joining or transferring from their school?*

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

Home Visits FS1/FS2.

Transition week, support staff to accompany children as they move through school.

Discussions between previous or receiving schools prior to the pupil joining/leaving.

Secondary school staff visit the school to talk to pupils prior to them joining their school.

Mr Woolf liaises with secondary SENCOs passing over valuable information prior to transfer.

If appropriate a bespoke plan may be arranged between the two schools and involve a planning meeting with the parents.

## **11.) SEND Resources**

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending upon the individual's needs.

The additional provision may be allocated after discussion with class teacher at pupil progress meetings or if a concern has been raised by them at another time of the year.

Resources may include deployment of staff depending on individual circumstances.

*How is the decision made about how much support my child receives?*

These decisions are made in consultation with the class teacher and senior leadership team. Decisions are made based upon termly tracking of pupil progress and assessments performed by outside agencies.

During their school life, if further concerns are identified due to pupil's lack of progress, other interventions will be arranged.

## **12.) Further Information**

Who can I contact for further information?

☒ If you wish to discuss your child's education please contact the schools SEN Co (SEN CO contact details [a.woolf@skeltonprimaryschool.co.uk](mailto:a.woolf@skeltonprimaryschool.co.uk))

☒ Council Local Offer Website Link

☒ Parent Support Officer

**SKELTON PRIMARY SCHOOL LOCAL OFFER**  
**Information from Pupils**

**1.) Identification of need**

*How does the school/college know if I need extra help?*

The teachers and support staff watch us carefully to see if our behaviour/actions change and ask us- 'What is wrong?'

If we are struggling with our work they will ask us - 'What is difficult?' 'How can we help?'

*How do you identify young people with special educational needs?*

If we do not progress at the same rate as others or our behaviour and actions change, we discuss this with parents, teachers and support staff. We all meet together and we receive extra support and help which is suitable for us.

**2.) Support**

*What should I do if I think I need extra help?*

Talk to Support /Teaching staff,look around the classroom for support on displays eg. SPAG plates, VCOP board. Make sure it is a target on my Support Plan.

*How will I be able to raise any concerns I may have?*

Talk to parents and then to staff at school. My Mum or Dad would help me talk to teachers about my worries. When I do my pupil questionnaire with an adult I can let adults in school know.

**3.) Curriculum**

*How will my school work be organised to meet my individual needs?*

A special Position in class, resources such as overlay markers/pencil grips, TOP TIPS, a special sequence to my learning, repetition and going over things again and again and my own special 'visual timetable'.

*What are the school's approaches to differentiation?*

We are grouped by ability for basic skills(Maths/English). Mixed ability groups for all other lessons. This can be tricky because we have to learn to work with different teachers, but it gives us confidence because the work is at the right level. When we are in a mixed group we learn from other children, they can give us ideas.eg UFO's - helps to give me confidence in Maths. We can show our different strengths when we work in mixed ability groups for PE Art etc.

#### **4.) My Involvement**

*How will I be involved in planning for my needs?*

We get to answer a pupil questionnaire with our class teacher/support assistant. It asks us how we learn best.

*How will I be able to contribute my views? How will the school support me in doing this?*

Our pupil questionnaire enables us to give our point of view. At school Parliament we can also give ideas of how to improve school. Every class has a classroom rep.

*Who can I go to for support if I feel my needs are not being met or I'm not being listened to?*

Parents, adults we trust, class teachers, support staff, school Parliament pupil reps, our friends.

#### **5.) Learning**

*Who will tell me what I can do to help myself and be more independent?*

Class teachers, assemblies, display boards. We get TOP TIPS to help us.

*How will I know if I am doing as well as I should be?*

Written/Verbal feedback, rewards.

*Who will help me and what sort of things are available?*

Small teaching groups, overlays, slope boards.

*What opportunities will there be to discuss my progress with staff?*

We are encouraged to respond to the marking in our books, we have reflection time at the start/end of every day.

*How will I know what progress I should be making?*

Marking feedback (what my teacher writes and what they says, reports etc.)

*How will I be involved in planning my education?*

I get to fill in a pupil questionnaire with the help of an adult every term, talking to my class teacher, transition books, transition visits.

#### **6.) Well being**

*What should I do if I am worried about my school work?*

Talk to Parents/adults I trust and class teachers.

How can I get help if I am worried about things other than my school work?

My Class teacher and teaching assistant will listen to my worries. Staff based in 'Nurture' will also support me.

*What is the pastoral, medical and social support available to me in school?*

We are made aware of routines of going to the office staff at a certain time.

We also can go to Mrs Smith if we are poorly or hurt ourselves.

*What support is there for behaviour, avoiding exclusions and increasing attendance?*

We have a behaviour chart. There are positives (Green) as well as sanctions (Red) on it. This tells us what we SHOULD be doing as well as things to avoid. We know to avoid the red as this could lead to exclusion. Detentions have reflection time built in this helps avoid exclusion too.

Involvement in activities outside of the classroom

*How will I know who can help me?*

Some teachers offer their time and make this clear at welcome meetings. Nurture staff explain at the beginning of the year when we can work with them.

*Who can I talk to about getting involved in student activities if I need extra help?*

Class teachers or Year team leader.

*If I have a disability or additional need how can I join in school/college activities?*

We have always been invited to join in with extra- curricular activities, booster clubs, sport clubs, Film Club etc.

*Will I be able to access all of the activities available and how will you help me to do this? Is the building wheelchair accessible?*

Double doors can be tricky to manage if you are in a wheelchair. It is important to move through certain areas of the school with someone else to assist.

*Have there been improvements to the auditory and visual environment?*

We can choose a suitable position in class, test arrangements need to be discussed, practised and in place. We need to be familiar and comfortable with the tests we have to take.

## **7.) Transition**

*What help is there to get ready to start college/school?*

Transition books, welcome meetings, curriculum letters, visits to new school/classroom, days to look around with your parents.

*How will I be prepared to move onto the next stage of my school life including employment and life skills?*

'Citizenship' lessons teach us life skills, many of our lessons have elements that we can use when we are grown up eg letter writing, enterprise, planning budgets etc.

What help will there be for me before joining the school? What information will be provided? How will the school support me in moving on to a new setting?

We learn lots about new classes and schools through Letters, curriculum newsletters, presentations, assemblies pre visits, transition books.