

**LUTON BOROUGH COUNCIL**

# **SURREY STREET PRIMARY SCHOOL'S LOCAL OFFER**

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**22<sup>nd</sup> February 2016**

## SURREY STREET PRIMARY SCHOOL'S LOCAL OFFER

At Surrey Street Primary school we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the Special Educational Needs Co-ordinator (SENCO), specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent health services Child and Adult Mental Health (CAMHS) to strive to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and using a wide range of strategies to foster a culture of lifelong learning and independent life skills for all children.

### **1. How does Surrey Street Primary School identify and organise support for children with special educational needs?**

#### **Identify**

- *Identification and provision for children with special educational needs is a matter for all staff (as stated in the new SEN Code of Practice)*
- *Information received from previous schools, parents/carers or other sources will be considered*
- *School staff identify children having difficulties/in need of extra support and seek the advice of the SENCO who firstly has an in-depth discussion with that member of staff and then carries out observations of the child. The SENCO may seek further advice from external professionals via email or telephone or at the School Liaison Meeting (SLM).*
- *At termly Pupil Progress Meetings (see below – question 3)*

#### *Organise Support*

1. *In class support – including Teaching Assistant (TA) support and differentiation*

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2. *Wave 2 intervention – catch up programmes in class with the TA (these are group programmes)*
3. *Individual 1-1 support with a member of our SEN team – outside the classroom. An Individual Education Plan ( IEP) is written at this stage*
4. *If the child is not making expected progress against the IEP despite the support given then the child is raised at the SLM and external professional support is sought and advice implemented.*

### **2. Who are the key people available to discuss parental/carers concerns about their child's difficulties? (E.g. Class Teacher, SENCO, Inclusion Manager)**

*-First port of call is the class teacher who is available to discuss any concerns at Parent Consultation Meetings and at other times by appointment. Parents are requested to make an appointment at a mutually convenient time with the School Office*

*-Year leaders and Phase/Key Stage Leaders are also available to discuss concerns*

*-The SENCO is on duty before school x2 a week The SENCO is also available to speak to parents via the telephone or by appointment*

*-Parents are invited to attend meetings in school to discuss their child's progress at least biannually).*

*-For those pupils with an IEP parents are invited to attend termly review meetings with the class teacher and on occasions the SENCO.*

### **3. How will parents/carers be informed about a child/young person's progress within the setting and how will his/her progress be measured?**

*-The school keeps detailed data on the children's progress. In termly Pupil Progress meetings Senior Leadership Meetings (SLT) and school staff discuss each and every child's progress that term in literacy and numeracy. This could lead to an IEP being proposed to the parents*

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*-IEPs are written and reviewed x3 a year. Parents are formally invited to a termly IEP review meeting with the class teacher to discuss progress (this is of course in addition to day to day contact and Parents' Evening/annual report). The SENCO may attend this meeting*

*- The class teachers write the IEPs in liaison with the SEN team. The SENCO ensures that IEPs are SMART (specific, measurable, achievable, realistic and timely).*

*-Children with statements/ Education Health Care Plans (EHC Plans) have annual reviews.*

### **4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?**

*-Parents are supported by the SENCO who explains technical terminology and the content of external professional reports.*

*The SENCO organises meetings with external professionals (where necessary) who discuss the report they have written*

*-External Professionals may also offer support via the telephone*

*-The class teachers meet with the parents where necessary and explain how they can support their child at home. This is in addition to the IEP meetings*

*-Other school members of staff support parents – family workers, Behaviour Support Team. This includes supporting parents when having difficulties with their children at home. The Medical Assistant offers support to parents with children who have medical needs or contacts the school nurse.*

*-The school runs workshops in particular areas of the curriculum (phonics, numeracy etc.).*

*-Family workers invite parents to attend support groups/courses/or put them in contact with specialist services (e.g. Greenhouse mentoring; Local Authority Parental Support worker)*

*-Home school link books are used if parents feel that this is helpful to them*

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### **5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?**

- Our Medical Assistant is trained and available throughout the day for children with medical needs. She organises training for specialist medical interventions such as epi pen training and diabetic management*
- We have a Behaviour Support Team (x3 members of staff) who support in class and who carry out individual/group programmes including nurture sessions, self-esteem sessions, anger management sessions, social groups (see website). The BST play a key role at lunchtimes and playtimes organising games and activities on the playground. They also monitor behaviour and step in before situations escalate. We have invested heavily (including Sports Premium and Pupil Premium money) on our playgrounds to help encourage good behaviour at lunchtime*
- We have a very strong behaviour policy and high staffing levels (subject to continuing funding and stable numbers)*
- We have additional TAs who support challenging children (this is 1-1 support for whom we feel would require an EHC plan in the future).*
- Children are involved in their IEP reviews.*
- Children are requested to complete questionnaires and voice their opinions in child interviews, class meetings and house meetings*
- The family workers and admin officer work together with the EWO to improve attendance.*
- The school has an anti-bullying policy and this is supplemented by PSHE, circle time and assemblies*

### **6. How will teaching be adapted to support the child/young person with special educational needs?**

- We have recently carried out staff training on differentiation/Challenges – see Teaching and Learning Policy for how we differentiate. Differentiation can be through the level of difficulty in an activity, the level of support (i.e. resources/scaffolding) in an activity or an adult working with a child in an activity.*
- SLT planning support is offered to all staff – assistance with differentiation is given.*

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*-Year group meetings focus on differentiation/challenges*

*-SENCO is asked for advice on how to differentiate*

*-In Key Stage 2 the children who struggle most with literacy may complete a literacy catch up programme (Read Write Inc) in addition to their Literacy lesson*

### **7. What different types of support can the child/young person receive in school? (e.g. small group or individual)**

*-Children with special needs may be supported in the classroom by a class TA, Behaviour Support Team member or the Class teacher (CT) – this could be individual or small group support*

*-Children may receive catch up/intervention programmes – these are conducted in small groups. These catch up programmes are usually literacy or numeracy based.*

*-Children with IEPs receive support from the SEN team (x2 members of staff) outside the classroom setting. This support is based on their IEP targets. They may also receive individual or small group support from the Behaviour Support Team. IEP targets tend to be numeracy, literacy or behaviour.*

*-Our SEN team and BST are experienced in their field. They do not have specialist qualifications but have attended regular training (from specialist colleagues, from the LA, from units at other schools)*

*-We have strong links with the Behaviour Provision at Hillborough Junior School and some of our children have had support from this facility.*

### **8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?**

*-Our BST are out at lunchtime and playtime (see above). They are also timetabled to support groups during some lunchtimes (friendship groups, social skills groups, self-esteem groups etc.).*

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*-After school clubs and trips are open to all. We arrange a range of extra-curricular clubs over the year (including choir, football, netball, cricket, drama) with the aim that all children would be able to attend at least one.*

*-On a trip with a child with special educational needs we would increase the number of adults attending (if they wish sometimes parents attend too).*

*-Our Medical Assistant speaks to parents before the trip if there is a specific medical need to address*

*-Playleaders (from Year 6) are trained to lead games with younger children and to encourage them to play fairly*

### **9. How does the (early year's setting/school/college) involve children/young people in decisions that affect them?**

*-Children are elected to be house captains in Year 6 – this is open to all children. In past years a pupils with special needs have been voted as a house captain by the pupils.*

*-Class captains are elected termly – this is open to all children. The nature of our school means that special educational needs children are often elected without any positive discrimination needed*

*-House meetings occur at least termly where children can voice their opinions on the future of the school (e.g. the playground) and can raise their own issues/concerns*

*-The SENCO/BST have informal meetings with some pupils re their future (e.g. extra secondary school transition sessions; discussions with pupils re time spent in alternative provision)*

*-Children's views re the Statutory Assessment process were sought - children were asked what support they felt they required*

*-1-1 Tuition is given to some children in Years 5 and 6 – children are consulted about whether they are happy to do it and what they feel would benefit them*

*-As part of the review of their IEP we invite the child to discuss their progress and potential targets and next steps.*

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### **10. How are the settings /schools /colleges' resources allocated to support children/young people with SEND?**

- The majority of the SEN budget is used to maintain staffing levels in the specialist teams (SEN teams) and to ensure that there are TAs in every classroom.*
- The SEN team is well resourced. They have their own specialist area (four rooms) plus a LED interactive screen plus numerous resources.*
- Class teachers and the SENCO draw up termly provision maps (completed after pupil progress meetings). The SENCO monitors these termly*
- The SENCO carries out observations of the SEN team and feeds back*
- We have a Governor responsible for SEN who meets regularly with the SENCO and two governors observed our SEN team at work with children*
- The SENCO and Data Manager analyse progress data to determine the effectiveness of SEN provision. This is reported to the Head/Governing Body*

### **11. What services external to the setting/school/college can provide support to children with SEN?**

- The school has really good links with external services including Hillborough Behaviour Provision, Learning Support Service, Social Care, and Educational Psychology. It has been noted by Educational Psychology and Learning Support Service that our school and Hillborough Behaviour Provision have excellent links/communication*
- We also liaise with the school nurse, Greenhouse mentoring, CAMH, Edwin Lobo, Speech and Language therapy, Occupational therapy, Physiotherapy re issues/children, art therapist, SENS team*
- We have clear referral procedures using the SLM, appropriate documentation or SENCO contact*
- We use these services for: assessments, a source of advice, to work 1-1 with children, for observations, reports to parents etc.*
- We buy into Educational Welfare, Greenhouse mentoring, Enhanced Educational Psychology package*

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### **12. How are staff in the setting/school/college supported to work with children/young people with special educational needs and what training do they have?**

- The SENCO has attended recent training on the changes to Special Educational Needs. We additionally have an aspiring SENCo undertaking the SENCo qualification at the moment.*
- We receive regular training from the Learning Support Service and Educational Psychology – individual or whole staff meetings*
- The SEN team attend LA training (e.g. autism training)*
- The BST have attended team teach training, CHUMS training (bereavement), autism training*

### **13. How will the setting support the child/young person in moving on to another school or college or to the next key stage in their education or life?**

- The SENCO liaises with our main feeder school re vulnerable children. These children attend a number of transition sessions up at the school*
- Children who are particularly nervous and/or have particular areas of need attend transition sessions on top of these*
- Our BST carry out transition sessions with all Year 6 pupils*
- The Year 6 class teacher carries out transition sessions*
- The SENCO and Year 6 teacher talk with staff from each of the feeder schools and fill out documentation where required*
- All SEN files are sent up to the High Schools*
- Children with EHCs have a specific transition review meeting involving both schools*
- The SENCO and Year Leader for Early years visit settings to meet children with special needs who are coming to us (including nurseries and home visits)*

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*-For those children involved with SENs, transition meetings with staff from the child's current setting and staff from our setting are arranged*

*-External professionals are called upon to meet with parents/provide up to date reports/offer advice to staff on transition before transition takes place.*

*-Children and their parents are invited to visit the school before transition*

### **14. How accessible is the setting/school/college environment?**

*The school was built on top of a hill and was a high school before we moved into it therefore there are many steps and a four storey building. Ramps are in place around the school and we currently have three lifts. Some classrooms are wheelchair accessible but a wheelchair would not be able to access all parts of the building. Where we were provided with a lift, there remains some stairs to negotiate.*

*We have disabled toileting facilities*

*We have 46 languages spoken in school. It is not possible to translate all documents. We do however use electronic translations where we can (with both parents and children) and have employed translators with meetings with parents when we have needed to discuss their child. We have some staff that speak some of the community language and use these members of staff to translate.*

### **15. Who can parents/carers contact for further information at the early years setting/school/college?**

*-Parents can contact the school office at any point during the day.*

*-Concerns re a child's learning should be raised in the following order (contact the office for an appointment):*

*Class teacher*

*Year leader/Phase/KS leader*

*Deputy Head/Head*

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*(The SENCo could be involved at each of these stages)*

*-If the concern is re behaviour then the class teacher should be consulted first – they may then refer the parent to the BST*

*-The SENCO will arrange any meetings/contact with parents and external professionals*

*-All admissions to the school are to be made via the Admissions service. Parents are encouraged to visit the school before or after making an application*

*-The Luton Borough Council 'Local Offer' is on the Luton Borough Council website. See:*

*[http://www.luton.gov.uk/Education\\_and\\_learning/Special\\_educational\\_needs/Pages/default.aspx](http://www.luton.gov.uk/Education_and_learning/Special_educational_needs/Pages/default.aspx)*