

**LUTON BOROUGH COUNCIL**

# **SURREY STREET PRIMARY SCHOOL LOCAL OFFER**

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**May 2018**

**SURREY STREET PRIMARY SCHOOL**

*Learning for Life*

## SURREY STREET PRIMARY SCHOOL - 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.

Surrey Street Primary School's SEN Information Report should be read in conjunction with the following:

- Anti-Bullying Policy
- Safeguarding Policy
- SEND Policy
- Behaviour Policy

### **THE GOVERNING BODY**

The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for all pupils, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The SEND Governor (Mrs Anita Jones) has a remit to be a critical friend to the school.

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### 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)
- In order to facilitate the early identification of pupils with SEN, a liaison meeting between Surrey Street and the feeder Nursery schools' SEN co-ordinators takes place before the children transfer schools. Additionally, all children due to join our EYFS unit will be offered a home visit in early September.
- Liaison with SEN co-ordinators at other schools will take place, where the child/children transferring are identified as having a SEN. Information received from these settings, 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 half termly Pupil Progress Meetings (see below – question 3)

#### Organise Support

- In class support – including Teaching Assistant (TA) support and differentiation
- Wave 2 intervention – catch up programmes in class with the TA (these are group programmes)
- Individual 1-1 support - outside the classroom. An Individual Education Plan ( IEP) is written at this stage
- 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.
- Children requiring a great deal of support for SEN in the area of cognition and learning and communication may attend a small group setting during literacy and numeracy sessions which is usually run by a HLTA (higher level teaching assistant) in accordance with Surrey Street's Local Offer the SENCO, and at least 2 other SEN TA's. This group is known within our school as 'Flamingo Bay'. Children working at 'P' scale level for literacy and numeracy are included within this group. Children working at higher levels may be included if it is thought to be the best provision for their needs, following

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discussions between the child, all staff working with the child and the child's parents. In addition we may have children working within our inclusion unit for either literacy or numeracy as part of a small group. In a similar way to the running of Flamingo Bay, these sessions are usually run by a HLTA and at least 2 other SEN TA's.

### **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. Year leaders and Assistant Headteachers are also available to discuss concerns. We encourage parents to make contact as issues of concern arise, rather than waiting until parents' evening. Often it is possible to speak to a child's teacher at the end of the school day to discuss concerns but it is most helpful if parents can make an appointment to speak to the class teacher via the school office. This way, it can be ensured that the class teacher has sufficient time available for the discussion to take place.
- The SENCO is on duty before school x2 a week (Mrs S Jackson). 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 (Parent Consultations).
- For those pupils with an IEP parents are invited to attend termly review meetings with the class teacher and on occasions the SENCO.
- Those parents whose children who work with a named 1:1 may liaise informally and directly with them on some matters, particularly day-to-day issues, at the start/end of the school day. The teaching assistants should inform the class teacher and/or SENCO of the content of the discussion and liaise regarding any further action necessary.
- The Family Workers, Ms Gafur and Miss Begum are available for parents to discuss concerns about their child. Again, appointments can be made via the school office. The family workers liaise with the class teacher/SENCO as appropriate after meeting with parents. They are particularly able to offer support to parents where their concerns are about matters other than cognition and learning – for example, a child's behaviour at home.

### **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?**

#### **Informing Parents about Progress:**

- Contact is made with parents at parents' evening by class teachers in the autumn and spring terms, when the class teacher explains the progress that each child has made and highlights any concerns. If parents do not attend and there are particular causes for concern, the teacher or SENCO should try to contact the parent, in the first instance by phone to make an appointment to discuss the child's problems or perhaps by a letter or by home visit.
- Home visits can be made if it is very difficult for the parents to come into school themselves. When there is a communication problem with non-English speaking parents, assistance with translation is sought. A record is usually kept of discussions with parents.
- Some children may have a home/school book for written contact with parents where this is necessary and beneficial for the child, parents and school staff. Comments may be made in here daily or on a less frequent basis, in agreement with all concerned.
- Written reports will be produced by class teachers once a year, towards the end of the academic year in July. This will highlight children's attainment in relation to national expectations in all areas of the curriculum. Parents are invited to make a written response to their child's report and can also discuss their child's report face-to-face or over the telephone with their child's class teacher, if they wish to do so.
- A range of other methods will be used to keep parents informed, which may include: letters/certificates sent home/additional meetings, communication via the online IEP system Edukey.

#### **How Progress is Measured:**

- Your child's progress should be continually monitored by his/her class teacher and progress reviewed formally every term with a below, expected or exceeding assessment given in reading, writing, SPAG, numeracy, science and combined. 'P' Scales should be used for children who are unable to access the National Curriculum objectives. Where appropriate a more sensitive assessment tool is used which shows children's attainment and progress in more detail by looking at the National Curriculum objectives from preceding years.

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- The school keeps detailed data on the children's progress. In half termly Pupil Progress meetings Senior Leadership Meetings (SLT) and school staff discuss each and every child's progress that half term in literacy and numeracy. This could lead to an IEP being proposed to the parents, if it is felt that a child is making insufficient progress despite being given appropriate support.
- 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 Education Health Care Plans (EHC Plans) have a formal Annual Review Meeting each year, where the content of the EHC Plan is reviewed and targets are set and evaluated, with all adults involved in the child's education (including parents) present.
- Children may be observed in both formal and informal situations, inside and outside of the classroom, in order to gain a complete picture of the child and the progress they have made e.g. in relation to self-esteem and social skills targets set.
- At the end of Year 6, children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the result that are published nationally.
- The SENCO will usually also check that your child is making good progress within any individual work and in any groups that they take part in.

### **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

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- Other school members of staff support parent's e.g. Family Workers, Well Being Team. This includes supporting parents when having difficulties with their children at home. The Welfare & Medical Officer 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.
- The Family Workers or a member of the SEN team are often available to attend appointments alongside parents to offer support.

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

Some general information regarding groupings is provided in section 1 of this document, so please refer to this section too. Children in school can get support that is specific to their individual needs. This may be all provided by the class teacher or may involve;

- Our Welfare & Medical Officer is a trained paediatric first aider 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 as well as physiotherapy as advised.
- We have a Wellbeing Team (x5 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 WBT 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 additional TAs who support challenging children (this is 1-1 support for children whom we feel would require an EHC plan in the future).
- The Family Workers and attendance officer Miss Parrot work together with the EWO to improve attendance.

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### Visitors to the school:

- Staff who visit the school from the Local Authority central services such as the Learning Support Service or Educational Psychology Service.
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service/School Nursing Service.

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

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher should have the highest possible expectations for your child and all pupils in their class.
- All teaching should be based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.
- 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.
- Year group meeting 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 lesson.
- Group or individual work with outside professional.

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- Children with special needs may be supported in the classroom by a class TA, a member of the WBT 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 may receive support from a member of the SEN team, class teacher or TA outside the classroom setting. This support is based on their IEP targets. They may also receive individual or small group support from the Well Being Team. IEP targets will cover one of 4 key areas: Cognition and learning, Physical/sensory, Social and emotional, Communication and interaction.
- Our SEN team and WBT are experienced in their field and have attended regular training (from specialist colleagues, from the LA and from units at other schools. The SENCO is currently training to achieve the National Award for SEN Coordination. The Well Being Coordinator is a qualified Team Teach tutor in behaviour management.
- We have strong links with the Behaviour Provision at Hillborough Junior School and some of our children have had support from this facility.

The first response to any concerns about progress is to aim to provide high quality teaching by the class teacher, targeted at the child's area(s) of weakness.

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

#### **Intervention Groups**

Where progress continues to be less than expected the class teacher, sometimes working with the SENCO, should put in place extra teaching, access to small group support, 1:1 work with a TA or other interventions designed to secure better progress. Support for children is tracked as part of Provision Management, with the teachers in each year group in conjunction with the SENCO producing a half termly 'Provision Map' (electronically produced using <https://edukeyapp.com> showing the differentiation or interventions (usually including the ratio of staff to pupils and frequency with which the work is carried out) which are taking place for individuals.

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- Any child who has specific gaps in their understanding of a subject/area of learning may receive support through specific small group work.
- This group may be run in the classroom or outside. It may be run by a teacher or (most often) a Teaching Assistant who has had training to run these groups. These are often called Intervention Groups by schools.
- Your child's teacher should have carefully checked on your child's progress and decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers.
- He/she may plan group sessions for your child with targets to help your child to make more progress.
- A teaching assistant/teacher or outside professional (in exceptional circumstances) may run these small group sessions using the teachers' plans, or a recommended programme.

### **Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching and intervention groups**

If a child's progress still gives cause for concern, the SENCO requests parental permission to seek advice from the external specialist relevant to the child's needs. (e.g. Learning Support Service, Educational Psychological Service, Social Services and Behaviour Service), through the medium of the termly School Liaison Meeting. The SENCO and class teacher consider the advice given and information collected on the child's needs and draw up an IEP. This is a plan for learning. It provides a working record of strategies undertaken, adaptations to programmes of work being followed and additional help given. The IEP should identify the nature of the child's learning difficulties and record strategies and targets that are additional to or different from normal classroom differentiation. By breaking down the existing levels of attainment into finely graded steps and targets, we aim for all children experience success. Support for these children should also be tracked as part of Pupil Progress meetings and Provision Management, as described above. The child's progress is monitored every term until there is no further cause for concern or until, as in a small minority of cases, review indicates a probable need for formal assessment.

- If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

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- Before referrals are made you may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This should help the school and yourself understand your child's particular needs better.
- The specialist professional should work with your child to understand their needs and make recommendations.

### **Specified Individual support for your child of more than 12.5 hours in school**

This is provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 12.5 hours a week), which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong and who, as a consequence, need more than 12.5 hours of support in school. The school (or parents/carers) need to apply to the local authority for a formal assessment. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority services such as: an Educational Psychologist or Learning support advisor
- Outside services such as: Occupational therapy service, Physiotherapy and /or CAMHS

### **The Statutory Assessment Process:**

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Luton Borough Council web site: [www.luton.gov.uk](http://www.luton.gov.uk)
- If, after consultation with both parents and relevant professionals, the decision is made to ask for a formal assessment by the Local Authority (LA), the SENCO collates all relevant paperwork including reports, assessments, examples of work, IEPs, parental views and records of communications with parents and specialists. This information is then submitted to the SEN Moderation Group who will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your

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child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.

- The Local Authority will decide if your child's needs are severe, complex and lifelong and whether they need more than 12.5 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **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 WBT are out at lunchtime and playtime (see question 5).
- 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). In some instances a parent may be asked to accompany their child.
- Our Welfare & Medical Officer speaks to parents before the trip if there is a specific medical need to address
- Play leaders (from Year 6) are trained to lead games with younger children and to encourage them to play fairly
- For some children with SEN, playtimes can be an anxious time. To address this, we have set up an indoor lunch club, called 'Chill Out'. This is managed by our WBT and allows children a quiet place to relax and play.

### **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 other 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/WBT 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 feel they require.
- 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.

### **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 all children receive the appropriate support.
- The SEN team is well resourced. They have their own specialist area (four rooms) plus a LED interactive screen plus numerous resources. There is also the additional teaching space 'Flamingo Bay'. Flamingo Bay is a specialist provision that has been set up specifically to support students with complex needs (particularly learning/ASD/communication difficulties). It is a highly structured nurturing environment where children benefit from individual workstations. TEACCH

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style individualised approaches and visual timetables. It has an exceptionally high ration of adults to children and is structured around managing and catering for a small number of students with complex needs.

- Class teachers and the SENCO draw up half termly provision maps using <https://edukeyapp.com> (completed after pupil progress meetings). The SENCO monitors these half termly.
- The SENCO carries out observations of the SEN team and feeds back.
- We have a Governor responsible for SEN (Anita Jones) who meets regularly with the SENCO and who has observed our SEN team at work with children.
- The SENCO and Data Manager analyse progress data and review the impact of interventions (taking into account cost implications and outcomes) 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 good links with external services including Hillborough Behaviour Provision, Learning Support Service, Social Care, SALT and Educational Psychology. It has been noted by Educational Psychology and Learning Support Service that our school provides excellent provision for children with SEN.
- We have a School Liaison Meeting (SLM) each term where the SENCO, Family Workers and WBT coordinator meet with members of staff from the Learning Support Service, Alternative Learning and Progression Service and the Educational Psychologist.
- 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.

#### Current external services working within the school include:

- Educational Psychologist
- Learning Support Service
- Alternative Learning and Progression Service

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- SENS (Special Educational Needs Service – incorporating services for children with social and communication/speech and language difficulties and for pupils with visual impairment)
- Hearing Impaired Outreach (based at Icknield School)
- CAMH (Child and Adolescent Mental Health)
- Art Therapist
- Social Services
- School Nursing Service/Additional Needs Nurses
- ELC (Edwin Lobo Centre – base for the Community Paediatric Service providing specialist secondary care services for children living in Luton and Central Bedfordshire presenting with developmental, physical and learning disabilities.
- Speech Therapy.

### **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 Special Educational Needs training. Additionally, the SENCO is currently undertaking the SENCO qualification.
- We receive regular training from the Learning Support Service and Educational Psychology – individual or whole staff meetings.
- Regular Teacher and TA training on SEN issues such as ASD, ADHD etc.
- The SEN team attend LA training (e.g. autism training)
- The WBTSENs team have attended team teach training, CHUMS training (bereavement), autism training, ADHT.
- The SENCO Mrs Jackson and the WBT coordinator Mrs Ross have completed the Mental Health Champions course.

**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.
- Children with EHCPs 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)
- 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.

**Year 6**

- The SENCO of the high school that most of our children attend usually contacts us and we will invite them in to meet with and observe the children and to consult our special needs staff during the summer term. We may contact other high schools directly if we feel staff need to be made aware of a particular child's needs.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in our school.
- Records about the child are passed on.
- When children with EHCPs are due to transfer to high school, staff from the schools concerned may be invited to attend the review that takes place in Year 6. A transition plan is drawn up, usually with involvement from a member of the Local Authority Learning Support Service Team.
- 'Wave 3' referrals can be made to the Alternative Learning and Progression Service (at the Avenue Centre for Education – ACE) for pupils whose behaviour we predict could prove problematic in Year 7 and beyond.

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- If required, external professionals such as the educational psychologist can become involved in supporting children with 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 in order to gain access to the lift.

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.

Please see accessibility plan on school website.

### 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/Assistant Heads
- Deputy Head/Head
- (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 WBT.
- The SENCO will arrange any meetings/contact with parents and external professionals.

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- All admissions to the school are to be made via the Admissions service. Please contact the Luton local Authority Admissions Team.
- 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)