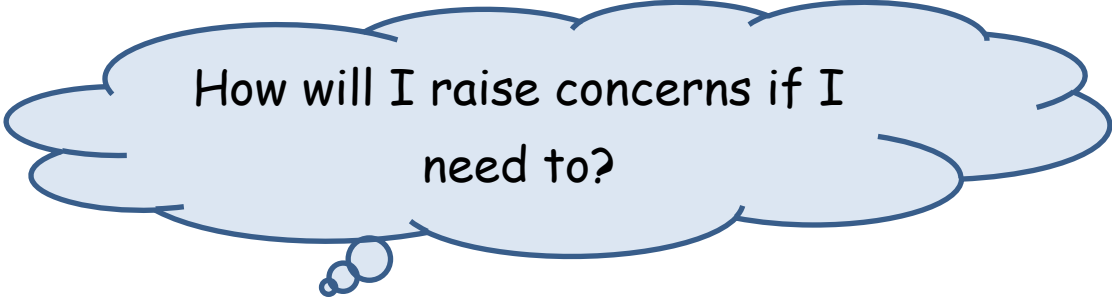


Oughtibridge Primary School



School Local Offer

Special Educational Needs and Disabilities



How will I raise concerns if I need to?

Talk to us!

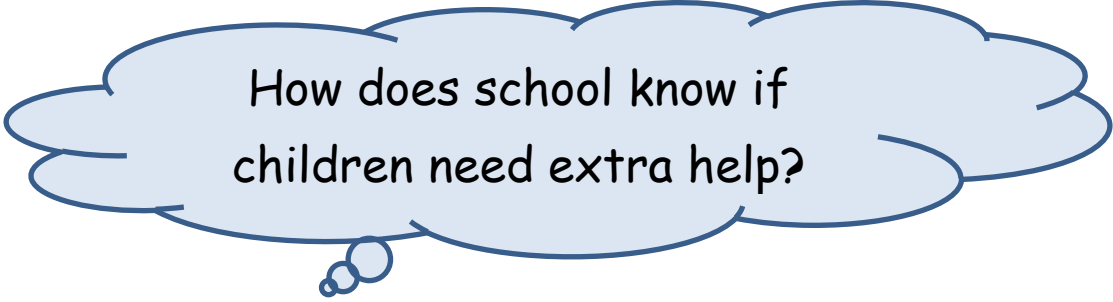
Your child's class teacher or key people:

Mrs Munt, Headteacher

Miss Firth, Deputy Headteacher

Mrs Allen, Special Needs Co-ordinator


Mrs Millard, SEND Governor



How does school know if children need extra help?

We identify children as having SEND through a variety of ways
eg

- Liaison with pre-school settings/previous school
- Concerns raised by you
- Concerns raised by a teacher
- Clarification by external agencies eg health, speech and language

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How will school support my
child?

Through consultation with you, your child may be placed on the SEND register.

The class teacher will plan and work with each child with SEND in their class to ensure that the learning is appropriate to their needs.

In addition to the class teacher a Teaching Assistant (TA) may work with your child individually or as part of a group

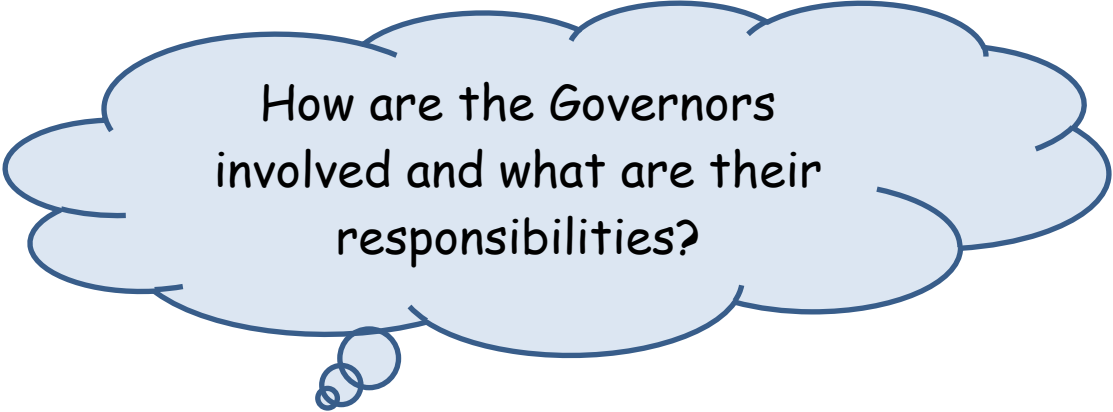
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Who will explain this to me?

We believe that your child's education should be a partnership between you and the teachers therefore communications should be open and often especially if your child has complex needs.

The class teacher will meet with you formally to discuss your child's needs, support and progress

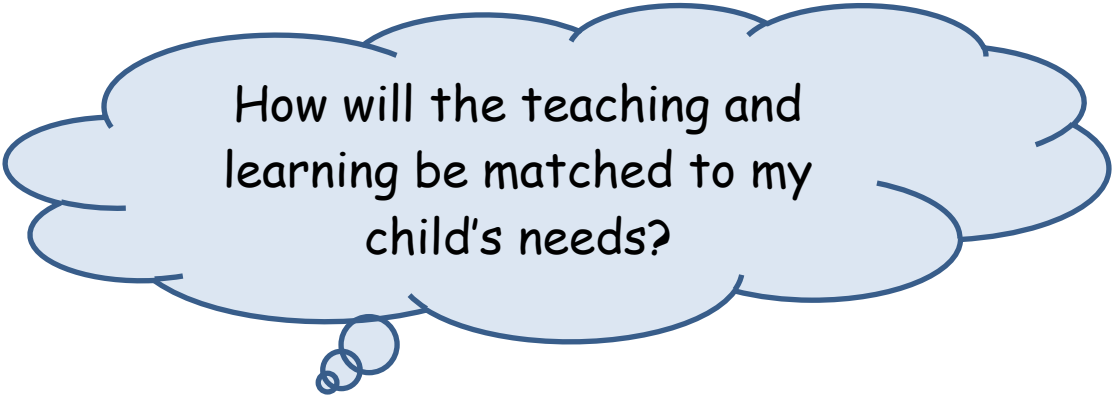
The SENCo and, where relevant, specialist teachers will also be available to discuss support for your child.



How are the Governors involved and what are their responsibilities?

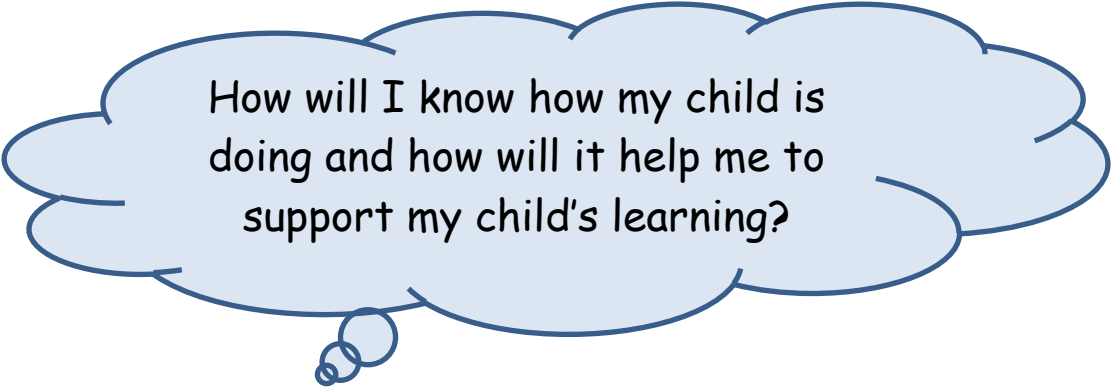
The SENCo meets with the SEND Governor to inform them about the progress of children with SEND. Children are not named and confidentiality is maintained at all times.

Governors are responsible for the school budget and agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.



How will the teaching and learning be matched to my child's needs?

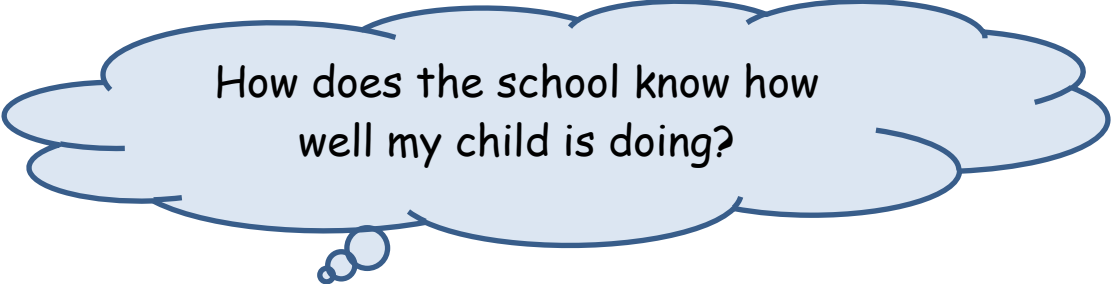
All work within the class is differentiated at an appropriate level so that all children are able to access accordingly to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for each class, however on occasions the learning could be personalised for the individual child especially if they need physiotherapy, a speech programme or a different way of learning to read.



How will I know how my child is doing and how will it help me to support my child's learning?

If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have individual/group targets. Progress against these targets will be discussed at the SEND review meetings. We can offer advice and practical suggestions in ways that you can help your child with these targets at home.

If your child has complex SEND they may have a statement of SEND or from September 2014 an Education Health Care Plan, which means a formal meeting will take place each year to discuss your child's progress and next steps in their learning. We will write a plan together for your child.

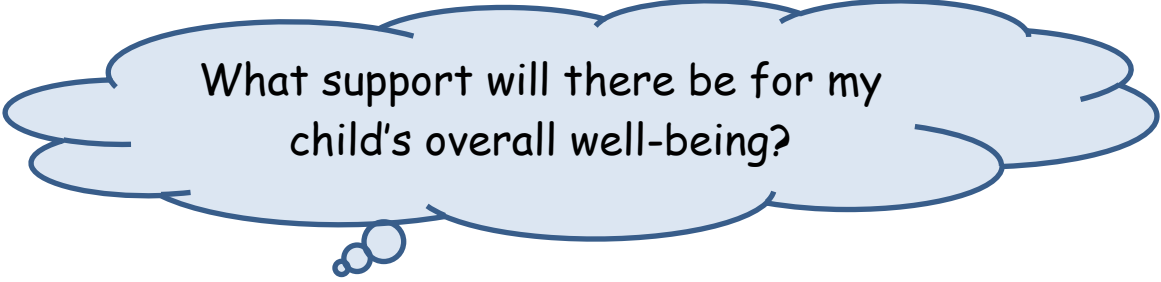


How does the school know how well my child is doing?

As a school we measure children's progress in learning against national expectation and age related expectation.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

Children who are not making expected progress are picked up through pupil progress meetings. Pupil Progress meetings occur termly, the Headteacher, Deputy Headteacher and Class Teacher attend the meeting addressing progress, outlining children giving cause for concern and what further support can be given to aid their progress.

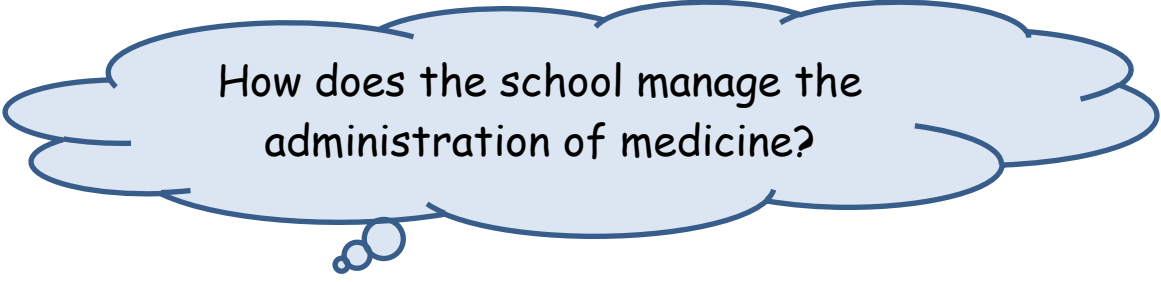


What support will there be for my child's overall well-being?

We are an inclusive school welcoming and celebrating diversity. We believe that children's high self-esteem is crucial to their well-being.

Class teachers have overall responsibility for pastoral, medical and social care of every child in their class and therefore should be your first point of contact.

If additional support is required the class teacher liaises with the SENCo for further advice. This may involve working alongside outside agencies.

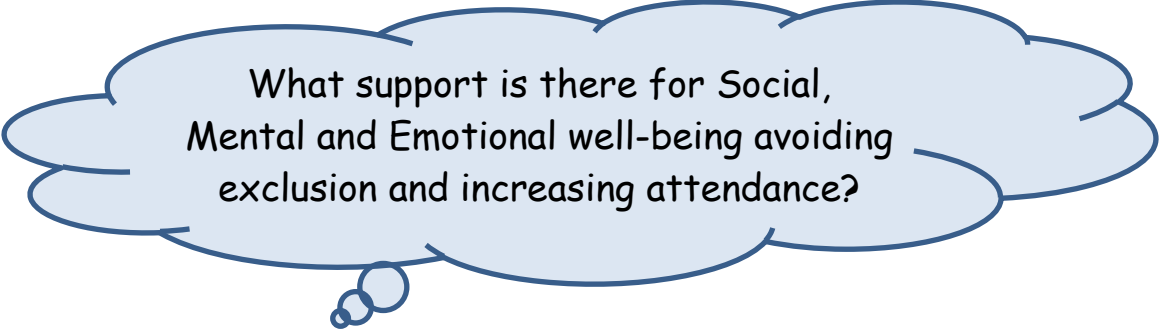


How does the school manage the administration of medicine?

The school has a policy regarding the administration and managing of medicines.

You need to contact the Headteacher, Admin staff or SENCo if medication is recommended by Health professional to be taken during the school day.

Staff have training and updates of conditions and medication affecting individual children.



What support is there for Social, Mental and Emotional well-being avoiding exclusion and increasing attendance?

We have a clear policy regarding behaviour. We adopt a positive behaviour strategy.

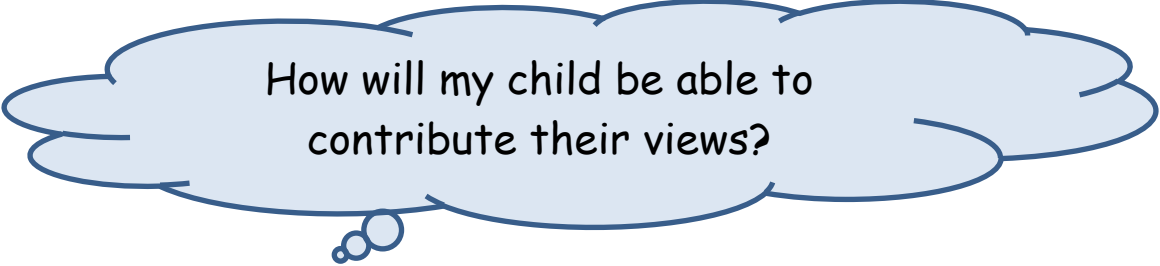
Children's good behaviour is rewarded with praise, stickers, letters etc.

Assembly times are used to reinforce positive behaviour.

Should a child's behaviour still be unacceptable after the staff have followed the school's guidelines, time is spent with parents to discuss the issues. We use Home/School reporting for a specified period of time so that parents are kept fully informed.

Attendance is monitored on a daily basis by the Admin staff. Lateness and absences are recorded and reported.

Good attendance is actively encouraged and rewarded.



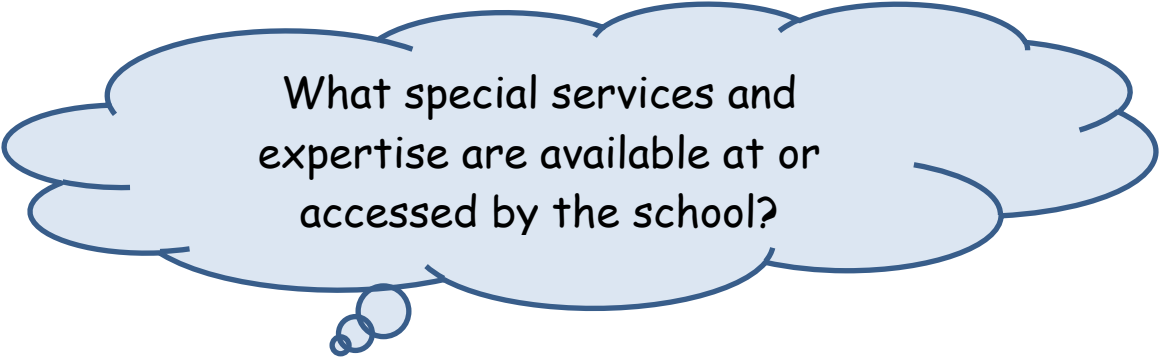
How will my child be able to contribute their views?

We value and celebrate children being able to express their views on all aspects of school life. This is usually carried out through the School Council which has meetings in which issues or viewpoints are raised.

We seek the views of pupils through pupil questionnaires.

We seek the views of pupils in pupil forum meetings led by subject/aspect leaders.

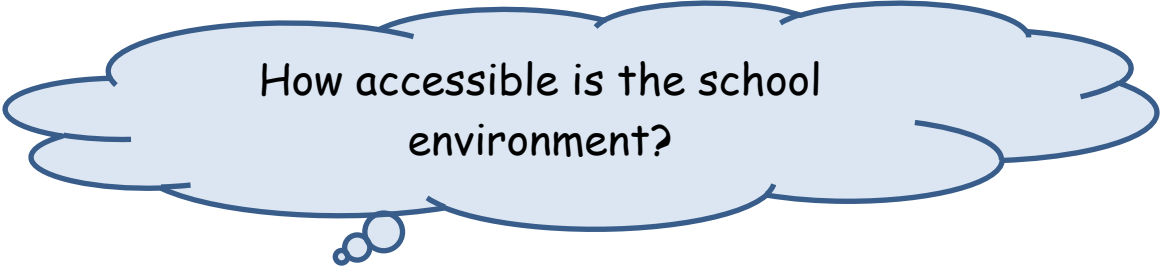
Governors seek the views of Y6 pupils on an annual basis.



What special services and expertise are available at or accessed by the school?

As a school we work closely with experienced agencies that we feel are relevant to individual children's needs including:

GPs, School Nurse, Educational Psychologist, Speech and Language therapist, Sheffield Multi Agency Support Team (MAST), Social Care Services etc



How accessible is the school environment?

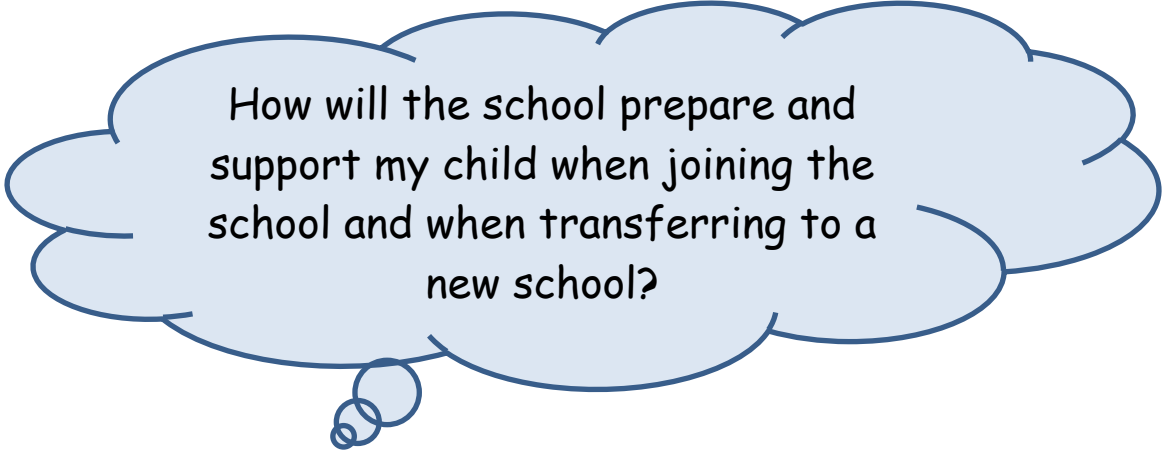
The school has three separate sites, Coumes, Don and Modular

The Don building has stairs to every classroom.

The modular unit has a ramp and disabled toilet.

The Coumes building had a disabled toilet.

The school is built into a steep hillside which makes accessibility difficult.



How will the school prepare and support my child when joining the school and when transferring to a new school?

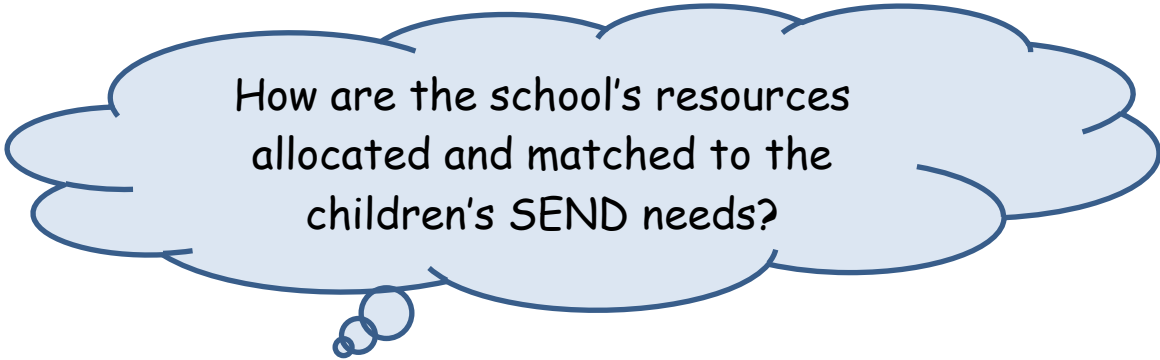
We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with acclimatisation of the new surroundings. If appropriate we would visit them in their current setting or school.

We use social stories with children if transition is going to be difficult.

When children are preparing to leave for a new school, typically to go to secondary education, we arrange additional visits.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs then a statement review will be used as a transition meeting during which staff from both schools attend.



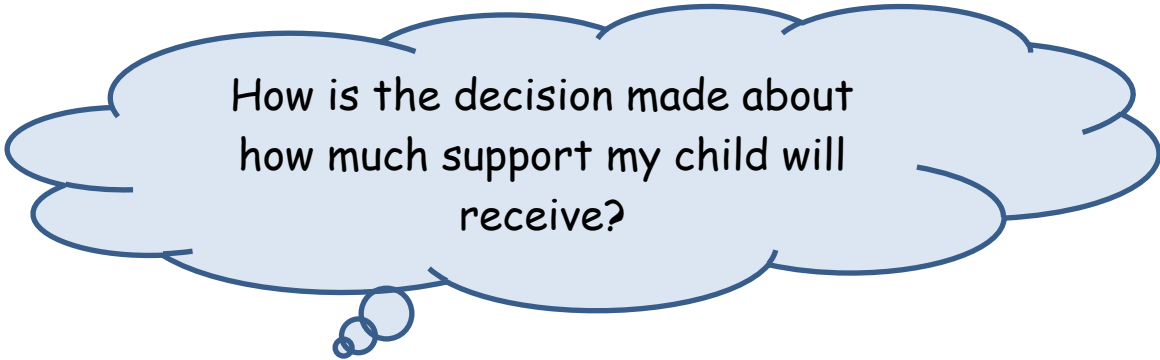
How are the school's resources allocated and matched to the children's SEND needs?

We ensure all children who have Special Educational Needs are met to the best of the school's ability with the funds available.

The TAs are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.

The budget is allocated once on a needs basis.

The children who have the most complex needs are given the most support, often involving a TA.

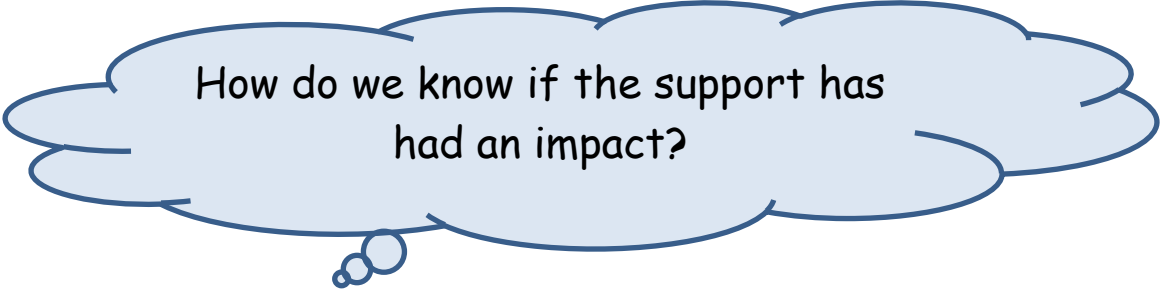


How is the decision made about how much support my child will receive?

The class teacher, alongside the SENCo, will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

There will be ongoing discussions with parents.



How do we know if the support has had an impact?

By reviewing children's targets on IEPs and ensuring they are being met.

The child is making good progress academically, socially or emotionally.

Verbal feedback from the teacher, parent and pupil.

Children may move off the SEND register when they have made sufficient progress



We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims we offer a broad and balanced curriculum with high quality teaching.