

**Nutgrove Methodist Aided Primary  
School Local Offer  
March 2018**



**Headteacher: Mr I Rimmer**

**Acting Special Needs and Disabilities (SEND)  
Coordinator: Mr I Rimmer**

**Special Needs Governor: Mrs M Simpson**

# Mission Statement

**Learning and growing to achieve and stand out with Christ at the centre of all that we do.**

## **Context of this Document**

At Nutgrove Methodist Aided Primary School we strive to support all children to enable them to achieve their full potential. In order to do this, many steps are taken to support them through their learning journey. The best possible teaching is vital every school day; however for some children there are occasions when further additional support may be needed to help them.

## **The Local Offer and its Purpose**

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with Special Educational Needs and/or Disabilities (SEND) and their families. This document aims to set out what is normally available in schools to help children with SEND as well as the options available to support families who might generally need additional help to care for their child. The St. Helens framework will allow the local offer to provide parents/ carers with the information about how to access services in their local area, and what they can expect from those services. With regard to education, it will inform parents/ carers of young people how schools and colleges will support them and what they can expect across the local setting.

## **Here are some answers to questions that you might have about Nutgrove Methodist Aided Primary School's local offer.**

1. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

All children's progress, academically, socially, emotionally and behaviourally is constantly monitored by staff within the school. Any concerns are dealt with immediately, according to the appropriate policy, with the relevant professionals informed as necessary. School is always supportive of parents/carers discussing their child's progress with the appropriate member of staff to further help their child.

2. How will school staff support my child/young person?

Class teachers are required to plan the curriculum for every child within their class and children and sometime staff will write an Individual Education Plan (IEP) to meet the needs of SEND pupils in more targeted way. The school's Special Educational Needs and Disabilities Co-ordinator (SENDCO) supports

teachers where necessary in this task. The IEP is written in consultation with the child and their parents/carers and usually consists of three or so key learning/behaviour targets which are specific, relevant, measurable and achievable over a period of time usually a half-term i.e. 6 weeks. The plan identifies any outside agencies which may be involved supporting the child. IEPs are reviewed including the child and their parents/carers. All correspondence about any SEND child is co-ordinated and monitored by the school's SENDCO. The school also has a designated governor for SEND across the school. The school SENDCO attends termly meetings with the Educational Psychologist, the Behaviour Support Team, other relevant professionals and the Local Authority Inclusion Officer. Any child identified by staff as needing support will be referred to the relevant professionals and given any support necessary. If a child is considered to require further support, this will be discussed with their parents/carers with a view to a relevant referral being made.

### 3. How will the curriculum be matched to my child's/young person's needs?

The school's main aim is to provide an appropriate curriculum to meet the needs of all children. This includes the appropriate pace, challenge and support necessary for each child to learn effectively. Where necessary differentiation occurs through the level of independent challenge or support given.

### 4. How will I know how my child/young person is doing and how will you help me to support my child's learning?

We strongly welcome parents/carers to come into school with their child on at least three designated occasions throughout the school year to discuss their child's progress and attainment. However, it also may be helpful to arrange further appointments to meet your child's class teacher and/or SENDCO. These appointments will enable quality time to be set aside for a purposeful meeting. In addition to this, parents/carers of children who are on the SEND register are given opportunities to review their IEPs each half term. Further strategies are shared at these meetings for parents/carers to further support their child's learning at home. Teachers are available to discuss any concerns or issues throughout the school week. All children's on-going progress is assessed routinely by teachers and this information is supplemented by more formal assessment tests at the end of each term. These assessment data are collated so that they can be further analysed and evaluated using the school's data tracking system. Teachers write reports for parents/carers about their children's progress and attainment towards the end of each academic year.

### 5. What support will there be for my child's overall well being?

Our school is currently judged as an outstanding church school and so has a very strong distinctive Christian character underpinned by distinctively Christian values including love, hope, peace, thankfulness, patience, trust,

self-control, forgiveness, joy, service, justice and respect. We all strive to serve and support all our pupils academically, socially, emotionally, and spiritually because we take time to know and care for all our children as unique individuals. Worship and Religious Education further support the spiritual, moral, social and cultural development of everyone in our school. School routinely offers a wide range of support strategies within school to promote their social and emotional development such as reflective conversations, values ambassadors' scheme, monitors and play-leaders. Children can also benefit from various educational trips, links with the community and other sporting and cultural visits. Outside the school day pupils can choose to attend a wide range of extra-curricular activity clubs and residential trips.

School has a medicine policy which supports parents/carers with the management of their child's prescribed medication during the school day and staff are regularly trained in key areas such as asthma, diabetes and the use of Epi-pens. If a child comes into school with a specific need, the school nurse will provide the relevant staff with training. The school also has trained first aiders and at least one will always be present on any off-site visit. School has a defibrillator and many staff have been trained to use this.

School has a Behaviour Policy which is known, used and adhered to by all staff across the school. This is based firmly on the Christian values and the language of respect, self-control and thankfulness. Exclusions are extremely rare in school and this is due to the high expectations school has of children's behaviour and learning and relies upon the support from parents/carers to maximise this. Sometimes, staff identify pupils as requiring additional and specific support with their behaviour. This support will range from supportive conversations and advice through closer monitoring from key staff to extra support from the Behavioural Improvement Team. Good behaviour is celebrated across school through use of the rainbow/traffic light behaviour charts in every class along with further weekly awards with 'wow' tickets and the rainbow draw. Our school has key statements and bible verses in the hall which underpin our approach to behaviour as a distinctive church school. We have also produced our own Anti-Bullying DVD entitled "Do Unto Others As You Would Want Them To Do Unto You", which we share from time to time.

Parents are expected to send texts or ring to provide reasons for their children's absence from school. If not provided with a reason for absence, school is proactive and will phone home to query a child's non-attendance. We also employ our own attendance officer who supports school and parents/carers in ensuring children attend school regularly and on time. In some cases, monitoring involves home visits, parent contracts and in extreme cases issues fixed penalty notices for absence.

6. What specialist services and expertise are available at or accessed by the school?

School seeks to always employ the best possible staff to educate and care for all our children whilst living out our distinctive Christian ethos. Staff are trained regularly in key areas of the curriculum and also in identifying and further supporting children with specific learning needs, child development and any social and emotional problems children may experience. School has direct access to a wide range of services all of which can provide additional specialist support for parents/carers and their children. These agencies include counselling, child psychology, speech and language, mental health, medical health and well-being, visual impairment, hearing impairment, behaviour support, early intervention and social care. Where required the school commissions additional Educational Psychologist time to ensure that more children are assessed more quickly so that specific support programmes can be put in place more quickly.

7. What training are the staff supporting children and young people with SEND had or are having?

The SENDCO attends local authority training and attends key regional training which they then share as appropriate with relevant staff. The SENDCO provides in-house training and support for teaching and learning staff so as further assist them with the identification of and best possible provision for children with SEND. The SENDCO is also available to support staff with their writing and reviewing of IEPs. The SENDCO seeks to support teaching and learning staff with specific requests they might have for example how they might better meet the needs of a particular child or a particular group of children. Where necessary, specialist training is brought into the school. For example the Behaviour Support Team could provide further specific advice to improve a pupil's behaviour for learning, through restorative justice leading to Team-Teach training. All staff are Team-Teach trained which provides staff with a framework to equip individuals with attitudes, skills and knowledge to facilitate safe and nurturing learning environments. Staff receive regular training from the health service around key medical issues which could and do arise for specific children. Individual staff are trained in First Aid and are carefully placed around school so as to be available when necessary.

8. How will my child/young person be included in activities outside the classroom including school trips?

Our school is fully-inclusive and all children can attend all events, activities and educational visits both within and outside the school day. Where necessary, extra support will be provided to ensure full and safe participation by all children. Parents/carers are fully-informed of the details of these educational visits and activities so that all pupils' needs can be met. Often, educational visits are subsidised by the PTFA of the school to ensure all children can access these extra-curricular activities.

9. How accessible is the school environment?

Our school has ramps where necessary and wide doorways so that the site is wheelchair-friendly. There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability. The school has lower ceilings which promote a better auditory and visual environment in which to learn. The whole school is brightly-lit and well-ventilated. The computing suite is very accessible in the centre of the school and the use of computers and iPads enable all children to have access to new technologies to support their learning around the building.

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

As part of our induction programme for our youngest children, we encourage parents/carers and their children to visit the school and meet their new teacher prior to starting school in September. New starters have visits to school in the summer term prior to them starting school. New starters only attend for half days for the first two weeks. Where pupils may join the school mid-year, a member of the leadership team will show the child and parents/carers around school and answer any questions. Often, older pupils take responsibility to show new children and their parents around the school with the member of the leadership team. Each class spends at least a day with their new teacher before moving on into the next year group. This is called a roll-over day and happens in the summer term. Year 6 children have time to visit their new high school. Where children have additional needs, the SENDCO makes links with each of the prior foundation stage settings (nursery settings) to share information. This may include additional visits and/or information-sharing meetings prior to starting so that transition is as smooth as possible. The same can happen with mid-year transfers and with Year 6 transition to high school.

11. How are the school's resources allocated and matched to children's special educational needs?

Towards the end of financial year, each spring, our school receives an amount of funding within its delegated budget to help ensure the full curriculum is available to all our pupils including SEND pupils. This funding is designed to allow the school to provide the support that the children require. School leadership does its very best to ensure that all pupils are supported as well as possible. It is designed to enable the school to employ additional learning assistants to further enhance learning provided by teachers in classes. Where children present with identified complex needs, the school applies for further financial support in the form of 'top up' funding from the local authority to enable them to receive extra support – usually in the form of a learning assistant. In such cases, the school is expected to fund the first fifteen hours of support from its existing budget and the local authority might 'top up' up to a further ten hours per week.

12. How is the decision made about what type and how much support my child will receive?

The school curriculum is designed so that the vast majority of pupils will attain at least with and some exceed expected national standards as measure at the end of Early Years Foundation Stage, Year 1, Year 2 and Year 6. Where necessary this curriculum is differentiated so that it can better meet the needs of all children and this differentiation can take the form of specific changes to the curriculum and how learning is presented for some children as well as additional support within the classroom by the class teacher or learning assistant. Through routine on-going teacher assessment, teachers will evaluate if a child is not making sufficient progress in any particular area. This will trigger conversations with senior staff and also a child's parents/carers. This concern will be closely monitored and further actions might well include the writing of an Individual Education Plan to target specific teaching points and pinpoint the outcomes of precision learning over a half term. If a class teacher decides that a child needs more specialised help or more targeted support they will speak to the SENDCO, who will look into the matter further – including parents/carers in key discussions. The specialist support will be dependent on the need of the child but the next steps could involve referrals to one or several external agencies including: speech and language, health professionals, educational psychologist, child and adult mental health (CAMHS). Further to this, the school holds termly 'Planning Meetings' where the SENDCO meets with other professionals to discuss provision for supporting children with additional needs and their families in school.

13. Who can I contact for further information?

School has a 'meet and greet' policy every morning which offers parents/carers the opportunity to ask for an appointment to discuss their child's progress or any other matter with the class teacher. If parents/carers want to discuss their child and their specific needs or any concerns, they can always make an appointment to see the headteacher, or SENDCO within the school.

If you are considering sending your child to Nutgrove Methodist Aided Primary School, you can ring the school on 01744 678400 to make an appointment with the headteacher to arrange a visit to the school. At this time, you will have the opportunity to discuss your child's specific needs and ask any questions relating to your child's education.

## **Glossary of Terms Sometimes used Related to Special Educational and Disabilities/Needs (SEND)**

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

BESD - Behavioural, Emotional, Social Difficulties

BSL - British Sign Language

CAMHS - Child and Adolescent Mental Health Services

COP - Code of Practice

DFE - Department for Education

DLA - Disability Living Allowance

EBD - Emotional and Behavioural Difficulties

EWO - Educational Welfare Officer

FE - Further Education

HI - Hearing Impaired

ICT - Information and Communication Technology

IEP - Individual Education Plan

LA - Local Authority

LD - Learning Difficulty

MLD - Moderate Learning Difficulties

MSI - Multi-Sensory Impairment

OT - Occupational Therapist

PD - Physical Disability

PMLD - Profound Multiple Learning Difficulties

PPS - Parent Partnership Service

PRU - Pupil Referral Unit

PSP - Pastoral Support Plan

RA - Reading Age

SA - Spelling Age

SALT - Speech and Language Therapist

SEN - Special Educational Needs

SENDCO Special Educational Needs and Disabilities Coordinator

SEND Special Educational Needs and Disabilities

SLD - Severe Learning Difficulties

VI - Visual Impairment

IR March 2018