

PERRYFIELDS PRIMARY **SCHOOL**

Special Educational Needs and **Disability (SEND)**

Local Offer



'Inclusion is not optional. It's an essential part of better and more just societies.' Centre for Studies on Inclusive Education.

We aim to ensure that, through a whole school approach, we address barriers to learning that our pupils may face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum for all. We seek to identify the needs of our pupils and respond with a range of teaching strategies and to deliver an engaging curriculum in a supportive learning environment. We endeavour to provide support that allows our pupils to be happy, healthy and fulfil their potential.

Perryfields Primary School's Local Offer:

Our local offer sets out what we provide for our pupils with special educational needs and/or disabilities throughout their time with us. It explains how we support them on to the next stage of their education. Our SEN policy gives more detail about our day to day procedures.

Sandwell Authority Local Offer: www.sandwell.gov.uk/send

This sets out a wide range of information about specialist services, schools, colleges and organisations that can provide support and information for families of pupils and young people with SEN. You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters
- Support for parents and carers □ Health and care services
- What's on in the local area

Any queries about Sandwell's Local offer should be emailed to:
contact@Sandwell.gov.uk

Universal Offer

This is Perryfields Primary School offers to all children, including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer, we will do all we can:

- to inform you about our policies and approaches to learning, including how we work with children who have learning difficulties.
- to welcome you and your child and take the time to discuss your child's needs before they start school.
- To ensure that teachers and support staff who teach your child have had professional development and training so that they know about how children learn, including those children who have difficulty in learning.
- to tell you about the programmes which we offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. If your child requires such provision, they will be put onto the school's Provision Map, which will be discussed with you.
- to accurately assess the level at which your child is learning from Foundation Stage to National Curriculum.
- to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- to use a range of resources and strategies and teaching methods to take account of any barriers to learning.

- to keep you informed about how your child is progressing, at least twice yearly and through a written annual report detailing progress, and at other times by making an appointment. We believe that it is important your child knows how well they are doing and what needs to be done to improve further.
- to put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful. The school will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make. They will meet with you at the end of the intervention period to discuss progress.
- to advise you when it may be appropriate to consult with a Speech and Language Therapist, or for the engagement of a Sandwell advisory teacher or educational psychologist to obtain advice and strategies which may help your child's learning and/or behaviour.
- to inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Inclusion Manager (SENCO) may talk to you about this. Our experienced SENCO has additional qualifications in special educational needs and can offer advice about how best to help your child to make progress.
- to signpost you to support, advice and any extra curricular activities that may be available.

Additional SEN Support Offer

The Department for Education provides every school with funding that is different for each school, but is to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for an Education Health Care Plan (EHCP).

- The Government expects that all children should make at least 2 National Curriculum levels or 2 P levels from Key Stage 1-2 or 3 National Curriculum levels from Key Stage 2 to 4. We will discuss with you how intervention programmes are helping to achieve these longer term goals and, if progress is slower, why this might be.
- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the school using all the strategies outlined at the Universal Offer, then he/she may need a higher level of support/intervention to help them make progress. We will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- We will continue to offer all the support and teaching strategies available at the Universal Offer level, inform you about the programmes we have to support reading, writing, maths and emotional/behavioural difficulties that will support your child.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language, moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.

- We will ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests.
- We will put interventions in place which will mean your child works one-to-one or in a small group with a teacher or a member of the support team. These programmes may last for one or two terms.
- Your child may have some additional adult support in class for some lessons, if we think this will help to make progress. Your child will not always need, or benefit from one-to-one support in class, because they need to learn to work independently. We will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- Your class teacher discuss which interventions your child will join, why they have been chosen and what progress they are expected to make. You will be invited to a review meeting termly to discuss progress.
- If your child has made progress, we will discuss with you:
 - whether there needs be a further period of intervention;
 - if your child needs to use the strategies they have learned in the classroom for a period before putting a further intervention in place;
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress, we will obtain your permission to consult with outside agencies for further advice on strategies and interventions.
- If the outside agency make an assessment, you will be invited into school to discuss how support will change, how you can help and when there will be a meeting to review progress.
- These measures should ensure that your child makes progress at the best possible rate but we will continue to review the interventions used and meet with you once a term.
- If you wish to complain about our response to meeting your child's needs, you must first raise your issue with the Headteacher. If you are still unhappy, raise your concerns with the Chair of Governors at the school. If you are still not satisfied then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help and your school will have the contact details.

Education Health and Care Plans (EHCPs)

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an EHCP. If the LA agrees to begin the process, it takes 26 weeks to complete. Your child will continue to be supported from the school's SEN resource while the process is completed.
- This can be initiated following an assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHCP due to the complexity of their need.
- The EHCP will specify what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.

- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Wave 1 interventions which are appropriate to their learning needs
- Many children who need an EHCP will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.
- As well as normal school practice to keep you informed about the progress your child is making through assessment and termly review, we will also hold an Annual Review or an Interim Review of the EHCP.
- If your child is not making expected progress, we will request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

Other documents that can be read in conjunction with this Local Offer;

- **School Improvement Plan**
- **Accessibility Plan**
- **Pupil Premium**
- **Interventions**

The local authority's local offer

For further information on the Local Authority offer: www.sandwell.gov.uk/send

Named contacts for SEN:

Inclusion Manager (SENCO): Mrs. Kimberley Holtham

Head Teacher: Mrs. Terry Jones

SEN Governor: Mrs Sarah Gooding