

Local Offer - Holmbush Primary School

All Adur schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority, the SEND Hub and other agencies to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting where possible, where families want this to happen.

At Holmbush Primary School we strive to support **all** children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

What is the Local Offer?

Every Local Authority will be required to publish information about services they expect to be available in their area for children and young people ages 0 to 25, who have special educational needs and/or disabilities (SEND). National services and services beyond the Local Authority boundaries will also be listed. This will be known as the Local Offer. With regards to education it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

The following 14 questions, *devised in consultation with parents/carers and other agencies*, to answer concerns and interests reflected by parents and carers.

1. How does Holmbush Primary know if children need extra Help?

We know when children need help if:

- Concerns are raised by parents/carers, teachers or the child's previous school
- There is a lack of progress
- Poor test scores
- There is a change in the child's behaviour
- A child asks for help

What should I do if I think my child may have special educational needs?

- If you have concerns, in the first instance, contact your child's **class teacher**. Following that and you are still concerned contact the schools Inclusion manager. At Holmbush our **Inclusion Manager** is Mrs Pilbrow. She can be contacted by speaking with the office and booking an appointment. Her working days are Tuesday and Wednesday.

2. How will I know how Holmbush Primary School supports my child?

- All staff deliver quality first teaching which is monitored by our Senior Management Leadership Team as part of regular observations.
- Each child's education programme will be planned by the class teacher. Lessons will be differentiated accordingly to suit the individual child's needs. This may include additional general support by the teacher or a TA.
- In some cases if a child has a more specific need then they may be included in a particular intervention group/program. Intervention length and intensity will vary according to the child and intervention. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- Pupil Progress meetings are held each half term. This is a meeting where the SMT, which consists of the Head, Deputy, Inclusion manager, Literacy and Numeracy leaders and senior teachers, meet to discuss the progress of pupils in each class. This is then fed back to individual class teachers. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as a Speech and Language Therapist. Referral forms are then completed with the parent/carers consent and forwarded to the appropriate agency. Assessment / advice is then offered and if appropriate a programme of support is drawn up. At all times this is shared with parent and carers.
- At Holmbush Primary School there is a named governor with a responsibility for Inclusion. The governor ensures the school is as inclusive as possible and monitors and reviews policies as defined by the Dfe. The governor for Inclusion / SEN is Mrs Sheila Boniface.

3. How will the curriculum be matched to my child's needs?

- All children's work is differentiated by the class teacher to enable them to access the curriculum more easily.
- If appropriate specialist equipment may be given to a child e.g. pencil grips, easy to use scissors, ipads

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at termly parent evenings. If you wish you can also book an appointment with your class teacher or the Inclusion manager via the office at anytime.

How will you help me support my child's learning?

- The class teacher will suggest ways of supporting your child's learning at parents evenings or if a meeting has been requested.
- In some of the more intensive interventions, like Reading Recovery and Numbers Counts, the person leading it will meet with you at the beginning and end of the intervention, with close liaison all though via a communication book. Extra meetings may be requested. There may also be the opportunity to observe a lesson.
- Meetings with the Inclusion Manager
- The school hosts a variety of 'Learning together workshops' throughout the year for parents on literacy and Maths. This involves children and parents working together sharing what they have learnt.

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

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.
These include:
- Members of staff such as the class teacher, teaching assistants, Head, Deputy, Inclusion Manager are readily available for children who wish to discuss issues or concerns
- Learning Mentor sessions
- Counsellor
- School Nurse
- Pastoral Co-ordinator

Pupils with Medical Needs

- If a child has a medical need than a detailed Care Plan is compiled by Mrs Stepney in consultation with parents/carers and any other relevant professional. These are discussed with all staff who are involved with the child.
- All staff receive epipen training as and when it is needed by the school nurse
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Care Plan is in place to ensure the

safety of both child and staff member. Where appropriate children are encouraged to take responsibility for taking their own medication.

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

- At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The agencies used by our school include:

- Inclusion Team - Learning, Behaviour and Social Communication
- Speech and Language
- Physiotherapist
- Educational Psychologist - telephone / face to face consultation. Assessment for children with EHCP (Education, Health, Care Plan)
- CAMHS (Child & Adolescent Mental Health Service)
- Family Link Worker
- EMAT (Ethnic Minority Achievement Team)
- EWO (Educational Welfare Officer)
- CDC (Child Development Centre)
- SEN Hub at Heronsdale Primary School
- Winstons Wish - www.winstonswish.org.uk
- Parent Partnership - www.westsussex.gov.uk/learning/partnership
- Social Services
- School Nurse
- West Sussex Grid for learning - www.westsussex.gov.uk
- Think Family - www.westsussex.gov.uk/living/social_care_and_health/children_needing_support/think_family_programme_in_west.aspx
- West Sussex Interpreting Service - www.sussexinterpreting.org.uk

Some of these services can be referred to through school while others need to be referred to through other routes. As always demand is high for these services and waiting lists are variable. Often referrals are sent and then go to a panel to see if they will be accepted or not.

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

- Every Child a Reader - Reading Recovery (Literacy Intervention)
- FFT (Literacy Intervention)
- Rapid Phonics
- Every Child Counts (Math Intervention)

- 1st class@number 1, 2 and Success@Arithmetic (Math Interventions)
- Springboard Maths
- SNAP - maths
- Fully trained Learning Mentor in children's mental health
- Speech and Language - Unclear Speech and Talking Partners
- Occupational Therapy - Jump Ahead
- Communication Friendly Classroom
- TEAM TEACH

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

Activities and school trips will be available to all

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child if appropriate during the activity in addition to the usual school staff

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities that we have a present include:

- Ramps into school to make the building accessible to all
- A toilet adapted for disabled users
- Wide doors in some parts of the building
- We are actively planning further improvements to make the school more accessible and have an up-to-date Accessibility Plan.

10. How will the school prepare and support my child when moving to a secondary school or transferring to a new school?

Holmbush Primary understands what a stressful time moving school can be therefore many strategies are put in place to enable the child's transition to be as smooth as possible.

These include:

- Where necessary meetings between previous schools and new schools
- All files, SEN notes and tracking is passed on

- When the transition is to the feeder Secondary school there is a full transition program. This includes:
 - ❖ Transition meetings throughout the year for Y6 teachers and local secondary schools
 - ❖ Information sharing between Inclusion Managers /SENCo
 - ❖ Extra sessions for vulnerable children
 - ❖ Transition day where the children spend the whole day at Shoreham Academy
 - ❖ Secondary team visit Y6 children in Primary setting
- Where children are transferring to other Secondary schools meetings, transfer days etc will be set up according to what is right for that individual child.

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

- The SEN budget is allocated each financial year. The money is used to provide specialist teacher support, additional TA support and resources dependant on an individual's need
- The additional provision may be allocated after discussion with the class teacher/senior teachers at pupil progress meetings or if a concern has been raised by them at another time during the year
- On top of this individual Pupil Premium payments are used to support that child's learning
- Intervention programmes are planned and adapted following each half termly Pupil Progress meeting. The Senior Leadership Team with English and Maths leads are responsible for this.

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

- When children join the school support is allocated on the information provided by the feeder school. Usually, in consultation with their class teacher, the Inclusion manager will allocate intervention and support where appropriate, tailored to the individual child's needs
- During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged

- For children receiving high levels of support they will have a 'Provision Map' or 'IEP' (Individual Education Plan) that will be shared with parents at parents evening.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education

This may be through:

- Discussion with the class teacher
- During parents evening
- Discussion with the Inclusion Manager and/or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Mrs Jackson - Head Teacher,
- Miss Stickley - Deputy Head,
- Mrs Pilbrow - Inclusion Manager,
- Your child's class teacher

All these people can be contacted by email office@holmbsh.w-sussex.sch.uk or phone 01273 592471

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions