

Clifton Primary School

School Offer for Children with Special Educational Needs 2019-20



Our Mission Statement

Enjoy and Achieve Together

This document outlines our School Offer and the SEN Information required as stated in the SEN Code of Practice.

We have set out our School Offer through a series of questions through which you can get more information.

At Clifton we believe passionately about the importance of equality and inclusion. We hold these values at the heart of our SEND practice. We know that no two children are ever the same and tailor teaching and support to suit each individual. Parents, teachers, support staff and where possible the child are involved in creating an individual plan which builds on prior learning and ensures the child makes the progress they are capable of.

1 How does the setting know if my child needs extra help?

- All pupils are rigorously tracked and monitored. If there are concerns about a child's progress or if a child needs additional support then this will be identified and acted upon. This may lessons are tailored to suit their need, support in the classroom, small group intervention work or individual support. Outside factors have a massive impact on learning so we look at any attendance issues or any other issues that may influence the child.
- These interventions will be monitored closely and if the child is still not making the expected progress then he/she may be placed on the SEN register. Once the child is placed on the register then targets will be set to address specific needs. These will be monitored closely and reviewed. This support could involve outside agencies depending on identified need.
- Parents are kept informed at every stage of the process as we work in partnership to share vital information to address need and provide appropriate support. Parents will be invited to discuss the child's need with the class teacher, Special Educational Needs and Disabilities Coordinator (SENDCO) and outside agencies depending on the identified need. Necessary targets or programme of work would be set after discussion and areas where school and home could support each other would be identified.

2. How can I let the setting know that I am concerned about any area of my child's development?

- If you have concerns or think your child may have an additional need that has not already been identified by the school, then you can contact the class teacher initially or discuss your views with the SENDCO.
- The Class Teacher will share any concerns with the SENDCO. Any planned actions will be discussed with you and implemented appropriately. Programmes will be monitored and reviewed by Class Teacher SENDCO.
- The school Governors would be involved in reviewing S.E.N.D policy and procedures, ensuring that they are in line with the S.E.N.D Code of Practice (C.O.P.). They would also ensure pupils with additional needs are fully integrated into school life and that parents are involved and informed at all times. Clifton Primary School will not discriminate against pupils on the grounds of S.E.N. or disabilities. We take into account the Disability and Discrimination Act. The Governing Body are committed to the provision of appropriate training for staff and modifications to the building when needed.

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

- All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum personalised to their needs. The school recognises that children are at different stages in their learning and also learn in different ways. To support all children, the school delivers a wide and varied curriculum. Class Teachers differentiate the curriculum to meet the needs of the range of learners in their class, during their daily teaching, utilising small group intervention or individual support. These interventions may be daily or two or three times a week and will vary in time depending on the intervention.
- In school we adopt a 'graduated response' to meeting children's needs, in line with The Code of Practice. This means that the response to Special

Educational Needs is dependent on the progress made by individuals. We understand that children learn at their own pace so interventions are monitored closely and if the child is still not making the expected progress or if it is insufficient despite the support offered the child could receive additional SEND support. The SENDCO will meet and review the pupil and contact parents for consultation.

- At Clifton Primary we recognise the importance of early intervention, along with the need for parents/carers to be fully involved at all times, and for pupils to be consulted about the help they are receiving.

4. How will I be informed of my child's progress?

- At Clifton Primary School we recognise the right of all parents and carers to be made aware of their child`s progress, any difficulties they might be experiencing and strategies being employed to enhance progress. We welcome the opportunity to work in partnership with parents, valuing their key role in their child`s education. We promote the importance of parents` roles at Home Visits and during Nursery & Reception Induction meetings and explain ways in which they can help. Parents are invited to come into school for open mornings and parents meetings to discuss their child's progress. This will include behaviour, attendance and attitude as well as learning.
- Parents will also be invited into school to review and discuss progress against targets set for both learning and behaviour. If your child is working with an outside agency eg. Educational Psychologist, you would be a valued part of the 'plan, do, review' process. We would meet to review and time would also be set to discuss observations, reports etc.
- Parents are invited to Annual Reviews of EHC Plans where all agencies and the Local Authority can monitor progress and decide on the necessary support your child needs.
- There are informal opportunities daily for you to see your child's Class Teacher where any concerns of the day could be passed on.

- At Clifton Primary we have an open door policy for parents. The SENDCO is available for consultation most days. If a longer meeting is needed, it will be arranged as soon as possible.

7. How will the setting prepare my child for transitions on to the next stage of educational and life?

- You will be invited to look around the school and meet school staff. Your child will also be invited to visit and stay for a short session before starting school. There are Nursery & Reception Induction meetings, stay and play sessions where the Head Teacher and SENDCO will be available. We also visit children and their current setting and at home.
- At Clifton we have a comprehensive transition plan in place to support all pupils when moving to new classes and year groups within school.
- On transition to a new school or at the end of Year 6, we will work closely with the new setting, any agencies involved with your child and yourselves to ensure that we are working together. Your child will have the opportunity of visiting their new school, meet key members of staff and become more familiar with their new environment.
- All paperwork, reports, targets etc will be handed over to the new school.

8. How are parents/carers/families involved in the setting?

- Parents are regularly invited to assemblies, celebrations and end of term productions.
- There is also a comprehensive range of activities parents can become involved in eg; Stay and Play, (Nursery and Reception), Open mornings, reading workshops and Forest school drop in sessions.

9. Who can I contact for further information?

If you would like to talk to a member of staff please contact your child's teacher, SENDCO, Mrs McIlveen or Headteacher, Mr Harding.

The Local Offer can be found on the Salford Council website.