

Lees Hill C of E Primary School SEND Local Offer

	<ul style="list-style-type: none"> • How are the Settings' Governors or Trustees involved and what are their responsibilities? 	<p>The head teacher, class teachers and teaching assistants who work with children either in small groups or on a one to one basis according to their need will be fully aware of their needs and support.</p> <p>The Governors of Lees Hill School have a strategic role in holding the school to account so that children with special educational needs are met. There is a named governor who monitors the provision and reports back to the full governing body regularly.</p>
<p>How will the curriculum be matched to my child's/young person's needs</p>	<ul style="list-style-type: none"> • What are the settings approaches to differentiation? • How will that help my child? 	<p>Differentiation is essential in mixed age classes, so children are taught according to ability. Children who need challenging will expect to access a mastery level within the National Curriculum for their year group.</p> <p>Children who have learning difficulties are generally taught within their own year group with appropriate work set. We strive to give every child a sense of achievement to promote self-confidence and engagement. We aim to help children to close the gap so that they are working in line with the expectations for their year group. This is done initially through quality first teaching and then specific, often personalised, interventions either individually or in small groups. If these interventions are not successful then outside agencies will be contacted for support and advice with the permission of the parents.</p>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? • How does the setting know how well my child/young person is doing? • How will I know what progress my child should be making? • What opportunities will there be for regular contact about things that have happened at the setting? • How will you explain to me how his or her learning is planned and how I can help support this outside of the setting? 	<p>Children with special educational needs will have a termly SEND reviews. Parents will be invited to a 30 minute meeting to discuss their child's progress and for new targets to be set. Parents will also be able to access two parent consultations per year as well as the annual school reports. Parents are encouraged to make additional appointments to discuss concerns or progress with the class teacher at any time throughout the year.</p> <p>Regular assessments will be carried out in order that the school knows what progress the child is making. These assessments will be done in a number of different ways, through practical activities, tests, observations, through discussions and through work done in class. Teachers meet and discuss children's progress on a regular basis, Governors monitor attendance and behaviour.</p> <p>Progress of your child will be discussed with parents/ carers at each child's review meeting, as well as at parent's evenings and in the written annual report.</p> <p>Our school offers an open door policy to parents and all parents have regular access to teachers either face to face, on the telephone or via email.</p> <p>This will be done in a face to face discussion and also through the written education support plan. Parents will be given information to help support their child's learning outside of school. The school organises a number of parent workshops during the year, these are advertised in the school's newsletter and provide useful</p>
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<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • How and when will I be involved in planning my child's education? • Do you offer any parent training or learning events? • What is the pastoral, medical and social support available in the setting for children with SEND? • How does the setting manage the administration of medicines and providing personal care? 	<p>opportunities to gain further insight in the work of the school. Our school website hot-links and information to help children learn at home.</p> <p>Parents will be invited to early discussions to support the identification of action to improve outcomes, If our monitoring and assessment indicates support is required, then the views of the parents and pupils will be obtained. Parental support and involvement in preparing and reviewing their child's plan is paramount. By home and school working together, your child will have the best level of support.</p> <p>Parents are invited to curriculum and information evenings as and when the need arises. This may be as a result of a new school based initiative, new guidance from the DfE, or a result of general questions raised by parents/ carers.</p> <p>In PHSE (personal, social, health and economic education) we endeavour to provide pupils with the knowledge, skills and understanding to enhance their emotional and social knowledge and well- being. Themes such as health and well-being, learning skills resilience and social interaction skills are addressed. One to one mentoring is employed for individuals who require additional support. Peer mentoring through the school council further complements the development of social interaction.</p> <p>Pupils with medical needs will be provided a detailed Health Care Plan by health care professionals, the implementation of it is agreed with the staff and family of the child. Staff who volunteer to administer and supervise medications will be trained by a medical</p>
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<p>What specialist services and expertise are available at or accessed by the setting?</p> <p>What training is the staff receiving or have completed to support children with SEND? <i>This should include recent and future planned training and disability awareness</i></p>	<ul style="list-style-type: none"> • Are there specialist staff working at the setting and what are their qualifications? • What other services does this setting access including: health, therapy and social care? • Detail staff development and access to training and when this is reviewed and refreshed • Do you have any specialist staff and what do they 	<p>One member of staff is trained in maths recovery. The NHS Speech and Language Therapist visits regularly to assess and plan support for targeted pupils. These programmes are delivered by a trained assistant. The Governor with specific responsibility for SEND has completed Governor training.</p> <p>Staff training is planned through Continued Professional Development in response to the needs of the school.</p> <p>No</p>

	<p>specialise in?</p> <ul style="list-style-type: none"> Do any other services work closely or in conjunction with your service? 	<p>Specialist teachers in Reading Intervention are employed if required. Speech and Language specialist visits school to support children under referral. Educational Psychologists and other support services are available on submission of an Early Help Request.</p>
<p>How accessible is the settings environment?</p>	<ul style="list-style-type: none"> Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? 	<p>No the building is not fully wheel chair accessible internally, however the school hall and the junior classroom are accessible.</p> <p>Children with dyslexia and other conditions can find classroom walls with garish colours and over burdened display distracting and confusing. For this reason gentle pastel colours are used for display and displays are restricted to specific areas. Tidy classrooms provide a clear visual field during teaching too. The junior class has had sound proofing in the partition walls to eliminate auditory distraction from the school office. The provision of a quiet zone allows focused small group work to be conducted with minimum disturbance. Lighting good and all classroom and office floors are carpeted to reduce ambient noise.</p> <p>There is a disabled toilet large enough to provide a personal changing space.</p>
<p>How will the setting prepare and support my child to join school or to transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> What preparation will there be for both the school and my child before he or she joins the school? 	<p>Children starting mid-year have the opportunity to visit the school and meet their peers and teachers before starting with us. Named buddies are allocated to ensure the child settles in well. For new starters into Nursery a phased induction</p>

	<ul style="list-style-type: none"> • How will he or she be prepared to move onto the next stage (transition)? • What information will be provided to his or her new school? • How will you support a new school to prepare for my child? 	<p>programme is offered from the age of three. As the children work in mixed aged classes the transition from Nursery to Reception and Reception to KS1 is planned and part of normal school life. For children transferring from Y2 to Y3 a summer term programme of induction is planned and prepared allowing the children to feel ready for the Junior class by the end of July. Transition arrangements to William Howard School begin in year 5 and continue through year 6.</p> <p>Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.</p> <p>The SENCo meets with parents of pupils who are known to have SEND to facilitate a clear understanding of the nature of support required. If pupils are transferring settings, the previous school's formal written records are requested at transfer. The previous school are contacted immediately and either a telephone or personal visit is made to help staff at Lees Hill build a picture of the child's needs and to plan a smooth transition.</p> <p>Staff here will endeavour to meet with any receiving school to pass on SEND records The receiving school can expect to be informed about current and previous interventions employed and their impact as well as detailed information concerning needs and provision.</p>
<p>How are the settings' resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • How are the settings' special educational needs budget allocated? 	<p>The budget is used to provide specialist equipment, teaching assistant's time and or intervention packages to support the children with their special needs and</p>

		disabilities.
How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • In the decision-making process who will make the decision and on what basis? • Who will be involved? • How will I be involved? • How does the setting judge whether the support has had an impact? 	<p>For pupils with SEN but without a statement of educational needs/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent. For pupils with a statement/EHCP this decision will be reached in agreement when the EHCP is being produced or at an annual review.</p> <p>Specific Measureable, Achievable and Realistic targets are identified in education support plans. Progress is monitored as objectively as possible, such as using PIVATS statements, reading age or other assessments. This and qualitative feedback from the child, their parents and teachers allows impact to be judged and next steps to be identified.</p>