

# Burford CofE Primary School



Local Offer

<http://www.thelocaloffer.co.uk/>

Reviewed on 12<sup>th</sup> July 2017

To be reviewed on 12<sup>th</sup> July 2018

Headteacher's signature:

Chair of Governing Body signature:

This policy has been created in line with our core Christian values of:

**Love** - we love each other and our school

**Trust** - we all seek to trust each other

**Perseverance** - we try our hardest in all that we do

The aims of our local offer:

- To provide clear comprehensive and accessible information about the provision that is available to children with Special Educational Needs and Disabilities within our school.

Key acronyms that are used in this Local Offer:

SEND - Special Educational Need and Disability

SENCo - Special Educational Needs Coordinator

IPP - Individual Pupil Profile

T.A. - Teaching Assistant

EHCP - Education and Health Care Plan

We at Burford C.E Primary School feel that it is important to work collaboratively with the children and parents at the school to ensure that we are aware of their feelings and needs. Parents are very much welcomed and invited to be part of their child's education. It is our wish that parents of the children attending the school feel involved in supporting their child's learning and informed throughout. Using methods such as the 'School Council', 'The Big Idea' and regularly meeting with the children enable us to gain the pupil voice.

## **Who are the best people to talk to in the school about my child's difficulties with learning / Special Educational Needs and/or disabilities?**

The Executive Headteacher is Mr Stephen Matthews and the Deputy Headteacher is Mr William Tisdale. They are available to have any discussions that parents / carers may require. Miss Kristy Hiles is the school SENCo and is also in school to talk to parents / carers if required. Class Teachers welcome the children into school each day and will confirm a suitable time to talk to parents / carers if you require to do so.

### Teaching staff:

Class 5 - Miss Farr

Class 4 -Mr Tisdale

Class 3 -Miss Cleaver

Class 2 - Mrs Lisa Lambert

Class 1 - Miss Kristy Hiles

We are lucky here at Burford C.E Primary School as we are able to employ a teaching assistant in each class for the mornings to support the teaching of English and Maths. Every class also has the support of a teaching assistant for at least one afternoon whereby they are used to support the teaching of Science.

At Burford C.E Primary School we believe that we should strive to meet all children's needs with quality first class teaching and as part of a differentiated curriculum. It is a class teacher's responsibility to ensure that they have the highest possible expectations for your child and all students in their class. It is the schools responsibility to ensure that all teaching is based on building upon what your child already knows, can do and understand.

At Burford C.E Primary it is a priority to ensure that staff are trained in specific areas to ensure that the children achieve the best possible progress in school.

Staff at Burford Primary are trained in the following areas:

Handwriting & fine / gross motor skills	<ul style="list-style-type: none"> <li>• Speed up Intervention Programme. Aimed to support those children who find motor skills tricky.</li> </ul>
Behaviour, Emotional and Social Disorders.	<ul style="list-style-type: none"> <li>• Bereavement Course</li> <li>• Positive behaviour management training.</li> <li>• Reach for the top! Support for emotional well being and confidence.</li> <li>• Targeting Mental Health In Schools (Tmhs)</li> <li>• Socially Speaking Intervention programme.</li> </ul>

Speech and Language / Communication.	<ul style="list-style-type: none"> <li>• Elklan - unclear speech.</li> <li>• Elklan Support - language and speech in the classroom.</li> <li>• Signalong</li> <li>• Makaton</li> </ul>
Downs Syndrome	<ul style="list-style-type: none"> <li>• All staff attended an awareness course in June 2014.</li> </ul>

Burford C.E Primary School is an inclusive school and can offer the following range of provisions to children with SEND.

At Burford C.E Primary School we pride ourselves on all children receiving quality first teaching. However sometimes a child may require provision which is additional to what can be provided in the classroom. The table below states what is readily available in school for these children.

**Social Skills programmes / support including strategies to enhance self-esteem / behaviour.**

- 30 minutes Socially Speaking targeted support.
- Playtime Pals (buddy system)
- Social Stories used to discuss events.
- 'Time out' / quiet / safe area for children to use if they need to.
- Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time.

- Reach for the top - usually for an hour after school for those children who require some support in this area.
- Regular parental contact sessions / home school link book.
- Referral and support from the Early Help Team.
- Woodlands Trust Outreach Centre.
- Use of the school's Behaviour Policy (available on the school website).

#### **Access to a supportive environment - ICT facilities / equipment / resources**

- Prompt and reminder cards for organisational purposes.
- Visual timetables in the class to allow the children to be aware of the school day.
- Access to laptops / computers.
- Specialist equipment i.e. pens, writing slopes, cushions,

#### **Strategies / programmes to support speech and language**

- Pre-teaching vocabulary.
- Advice from the Speech and Language Therapist.
- Delivery of speech and language targets as set by the Speech and Language Therapist by a T.A.
- Talking partners
- Recording equipment
- Use of visual strategies to support language

#### **Mentoring Strategies**

- Use of peer mentoring - book buddies, reading partners
- Support offered by staff within school.

- Above legally required staff: pupil ratios at playtimes / lunch times.

**Access to strategies/programmes to support Occupational Therapy / Physiotherapy needs:**

- Intervention / advice from an Occupational Therapist / Physiotherapist
- Delivery of planned programmes by a TA
- Provision of equipment advised by specialist
- 'Jimbo Fun' programme to support fine and gross motor development.

**Strategies to reduce anxiety / promote emotional wellbeing (including communication with parents)**

- Planned programme of support from a suitable person.
- Meet and greet session at the start of the day.
- Regular parental contact sessions / home school link book.
- Referral to Child and Adult Mental Health Service (CHAMs)
- Referral and support from the Early Help Team.
- Social stories.

**Strategies to support/develop literacy skills.**

- Small group support in class through guided teaching.
- Withdrawal in a small group by TA for planned intervention programmes.
- Withdrawal for 1:1 for planned intervention programmes.
- Nessy Dyslexia Programme (intervention programme).
- Jump Start reading intervention.
- Early Literacy Support (Intervention programme for KS1).
- Rapid Writing (Intervention programme)



- Phonics support
- Girls and boys book club - provides incentive and motivation towards reading.

#### **Strategies to support / develop numeracy**

- Small group support in class through guided teaching.
- Withdrawal in small group for planned interventions.
- Withdrawal for 1:1 interventions for planned programme of intervention.
- Rapid Maths intervention programme.
- 'Booster' sessions in a small group with a class teacher.
- In class targeted support for vulnerable groups.

#### **Provision to facilitate / support access to the curriculum.**

- Small group support from a TA.
- 1:1 support in the classroom from a TA to facilitate access.
- Use of specialist equipment such as seating, writing equipment and recording equipment.
- Use of a personalised/differentiated curriculum.
- In class targeted support for vulnerable groups.

#### **Strategies/support to develop independent learning.**

- Use of visual timetables and checklists.
- Pre-teaching of vocabulary and content.
- Access to personal ICT.
- Sharing of learning objectives 'we are learning to' (WALT) and 'what I'm looking for' (WILF).
- Talking partners.

**Support / supervision at unstructured times of the day including personal care**

- Learning mentor at play / lunchtimes.
- Named TA at playtimes / lunchtimes.
- Named TA who would support the child with personal care.

**Planning and Assessment**

- Individual Education Plans and Provision Maps
- Individual targets
- Regular review of targets with the child and parents.

**Liaison / Communication with professionals / Parents, attendance at meetings and preparation of reports.**

- Liaison with a wide range of professionals e.g. Educational Psychologist, EHAT (Early Help Team), Woodlands Trust (Behaviour support), Speech and Language support team, CAMHs and Occupational Therapists.
- Regular progress meetings with parents.
- Explanation of professional reports to parents.
- Home / school contact book.

**Access to Medical Interventions**

- Strategies for the use of personal medication.
- Individual care plans for children with significant medical needs and allergies.
- Provision of aids and resources to support learning.
- Access to the school nurse.

- Staff are trained in Emergency First Aid as of January 2015.
- EpiPen training.
- Member of staff trained in asthma awareness.
- Inclusion of children with complex medical needs.

We are lucky to offer a SEND teaching assistant, Ms Alison Flynn, who works with the children throughout the week; either in class or to withdraw groups of children to run interventions.

Mrs Penny Robinson / Karin Gibbs also work with the children who have speech and language targets as set by the Speech and Language Therapist.

**When a child's needs exceed the provision that is ordinarily available in school:**

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child. This means your child will have been identified by the SENCo / Educational Psychologist as needing a particularly high level of individual or small group teaching which cannot be provided by the budget available to the school.

A request would be made to the Local Authority (with a lot of information about your child, including your involvement and information from you). The Local Authority will then decide whether or not they think your child's needs seem complex enough to need a statutory assessment.

If the request is successful, this would take the form of a statement (previous to September 2014) or an Educational Health Care Plan (EHCP) as of September 2014. This plan would outline the specific support that your child needs in order to meet their individual targets.

At Burford C.E Primary we try our very best to provide an inclusive environment. If you require any further information the please feel free to contact the school and ask to talk to Mr Matthews, Mr Tisdale or Miss Hiles.

If you would like further information on Special Educational Needs at Burford School then please view our Special Educational Needs Policy.