

Mickleover Primary Local Offer

Accessible, Open and Honest Communication

- How will I raise concerns if I need to?
- How will school support my child? Who will oversee, plan and work with my child and how often?
- Who will explain this to me?
- What support can the school provide to avoid exclusion and improve attendance?
- How accessible is the school environment?
- How do we manage the administration of medicines?

Appropriate and Effective Teaching and Learning

- How does the school know how well my child is doing?
- What support will there be for my child's overall well being? What is the pastoral, medical and social support available in school?
- What training have the staff supporting children with SEND had or are currently having?
- How is the decision made about what type and how much support my child will receive?
- How will my child be included in activities outside the classroom including school trips?
- How do we know if the additional support has had an impact?

A Partnership Approach

- How does the school know if children need extra help and what should I do if I think my child has special educational needs?
- How are the Governors involved and what are their responsibilities?
- How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?
- How will my child be able to contribute their views?
- What specialist services and expertise are available at or accessed by the schools?
- How will the school prepare and support my child when joining the school and transferring to a new school?

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child's class teacher, if concerns still exist speak to the SENCO (Mrs Goozee) or the Headteacher (Mrs Gerver).
- We pride ourselves on building positive relationships with parents. We are open and honest with our parents and hope that they are able to do the same with us.

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HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The SENCO (Mrs Goozee) oversees all support and monitors the progress of any child requiring additional support across the school.
- The SENCO then works in conjunction with the class teacher to oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area.
- There may be a Teaching Assistant (TA) assigned to work with your child, either individually or as part of a small group.

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WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with the parents on a regular basis, as required, (this could be part of Parents' evening) to discuss your child's needs, support and progress.
- For further information the SENCO is available to discuss support in more detail.

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WHAT SUPPORT CAN THE SCHOOL PROVIDE TO AVOID EXCLUSION AND IMPROVE ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour, which is informed by a school behaviour policy.
- Parents are informed immediately if staff see a change of behaviour in a pupil that is cause for concern. In turn, we encourage parents to inform us of anything that may have happened at home, which may change the child's behaviour in school.
- If a child has on-going behaviour difficulties an Individual Behaviour Plan may be written to identify the specific issues and to put relevant support in place and set targets.
- The attendance of every child is monitored on a daily basis. Lateness and absences are recorded and reported to the Headteacher. The Attendance Officer and the Headteacher hold meetings for parents of pupils whose attendance is causing some concern to see if any support is required and look at possible actions.

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HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school site is wheelchair accessible with two disabled toilets. The majority of the school is on one level with easy access to fire exits. Three classrooms are only accessible by stairs, however, year groups can be moved according to the needs of the children.

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HOW DO WE MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has procedures in place regarding the administration and managing of medicines on the school site.
- Parents need to contact the School Office if medication is recommended by Health Professionals to be taken during the school day. The class teacher will then be informed.
- As a staff we have relevant training, including updates of conditions and medication affecting children, so that all staff are able to manage medical situations.
- As a school we implement care plans and issue assessment where appropriate.

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HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National expectations.
- The class teachers continually assess each child and note where they are improving and where further support is needed.
- Children who are not making expected progress are identified through review meetings with the class teacher, the Headteacher and the SENCO.
- When the child is reviewed, comments are made against each target to show what progress the child has made. If the child is still working towards a target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- During this meeting an interim plan is put together. This is reported to the parents during a termly meeting.

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WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school. All staff believe that children having high self esteem is crucial to a child's well being. We have a caring, understanding team looking after our children.
- The class teacher has the overall responsibility for the pastoral and social care of every child in their class, therefore this is the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as the Health Service, Social Care, The Behaviour Support Team, Educational Psychologist, Occupational Therapy etc.

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WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have a member of staff who has had training in counselling at level 2
- A number of Teaching Assistants are trained to support children with speech and language difficulties.
- All of our TA's have had training in delivering reading and spelling/phonics and maths programmes.
- The SENCO and Learning Mentor both have up to date SEND training in a variety of areas.

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HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

This will be through on-going discussions with parents. If your child needs more specialist support this will be discussed. The class teacher and the SENCO will discuss the child's needs and what support would be appropriate.

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HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum, including school educational visits. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

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HOW DO WE KNOW IF THE ADDITIONAL SUPPORT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and ensuring they are being met.
- By monitoring the child's progress academically against National Expectations.
- Verbal feedback from the teacher, teaching assistants, parents and pupil.
- Children may move off the SEND register when they have made sufficient progress.

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HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Mickleover Primary, children are identified as having Special Educational Needs (SEND) through a variety of ways, including the following:

- Liaison with previous school, pre-schools and nurseries.
- Liaison with external agencies e.g. Health Visitors, GP, Ed Psych.
- Health diagnosis through paediatrician.
- Child performing below age expected levels.
- Concerns raised by parents.
- Concerns raised by teachers e.g. behaviour or self esteem is affecting their performance.

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HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or the SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child requires more specialist support.
- If your child is on the SEN register, they will have an Individual Education Plan (IEP) which will have individual or group targets. This is discussed at a termly meeting and parents are given a copy of the IEP. The targets set are inspirational and SMART (Specific, Measureable, Achievable, Realistic and Time related) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has a SEND they will have regular meetings as part of their support. They may have a Statement of Educational Need, in which case this may be converted to a new Education Health Care Plan (EHC). Both of these would involve a more formal meeting to discuss your child's progress and a report will be written.

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HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a school that values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or view points raised.
- Children who have IEP's (Individual Education Targets) discuss their targets with their class teacher.
- There is a bi-annual pupil questionnaire where we actively seek the view points of children, especially concerning being able to speak to an adult if they have a worry.
- If your child has a IEP or a Statement of SEN (or Education Health Care Plan), their views will be sought before any review meetings and when appropriate, they will attend the meetings.

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WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- We have an experienced staff team who have a great deal of experience of working with children with Special Educational Needs.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school – for example:
 - Behaviour interventions,
 - Health including GP's, School Nurse, Paediatricians, Speech and Language Therapists, Occupational Therapists, CAMHS, Physiotherapy, Health visitor, pupil mentor,
 - Local Support Teams and Social Workers, Family and Education Engagement Workers, Education Welfare Workers.

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HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Secondary Schools run programmes specifically tailored to aid transition for the more vulnerable pupils.

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HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of our Governors is responsible for SEN and meets regularly with the SENCO. They also report to the Governors to keep everyone informed.

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