

LUTON BOROUGH COUNCIL

DOWNSIDE PRIMARY SCHOOL SEN INFORMATION REPORT

June 2016

Downside Primary School Local Offer

At Downside Primary School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the Assistant Head for Inclusion, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

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1. How does the (early years setting/school/college) identify and organise support for children with special educational needs?

Children are identified as having SEND (Special Educational Needs & or Disability) through a variety of ways:

- Liaison with previous school or pre-school
- Child performing below age expected levels
- Concerns raised by parents/carers or class teacher
- Through termly pupil progress meetings held between class teachers, head of year, assistant head teacher or deputy
- Health diagnosis by a doctor or paediatrician

There are four broad areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In practice many pupils with SEND often have needs in more than one area and their needs may change overtime.

Your child's class teacher has overall responsibility for planning and organising the support for your child. However, the Assistant head teacher for Inclusion is responsible for co-ordinating the support across the whole school and offers advice and guidance to class teachers on the best support for children with SEND.

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2. Who are the key people in the early years setting/school /college available to discuss parental/carers concerns about their child's difficulties? (e.g. Class Teacher, SENCO, Inclusion Manager)

If you have any concerns about your child first request a meeting with their class teacher. The class teacher is responsible for:

- Checking the progress of your child and identifying, planning and delivering any additional help your child may need.
- Setting targets and discussing and reviewing these with you at least once each term, normally at parents' meetings.
- Making sure that all staff working with your child are helped to deliver any planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, specialist help and specially planned work and resources.
- Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

If you have already met with your child's class teacher and you still have concerns then ask the school office for an appointment to meet the Assistant Head for Inclusion, Mrs Vanessa Leaves. She is a fully qualified teacher and accredited to supporting children with special educational needs and disabilities.

There are also opportunities to speak to Mrs Leaves at parents' evenings, coffee mornings/afternoons and review meetings for pupils who have SEND.

Mrs Leaves is responsible for:

- Co-ordinating all the support for children with SEND.
- Working with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language therapist.
- Keeping records of all the pupils with SEND in the school to help monitor their progress and support.

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- Giving advice and support to class teachers and support staff on how to support your child in school achieve the best progress possible.

Please note that each class has at least one teaching assistant and if your child has a high level of special educational needs or a disability they may be allocated a teaching assistant to provide the additional support they need at school. Whilst they have a valuable role in your child's education we would prefer that questions related to your child's learning and progress are directed to the class teacher or Assistant Head for Inclusion.

3. How will parents/carers be informed about a child/young person's progress within the setting and how will his/her progress be measured?

Your child's progress is monitored daily by their class teacher, using observations and questioning during lessons.

Your child's progress is formally reviewed each term using school assessments. If your child is working at a level significantly below the age related expectations, an assessment tool is used which shows their level in more detail and will show smaller but significant steps of progress. These levels are called 'P levels'. Your child's progress will be measured according to their starting points.

Class teachers will meet with you at least three times a year, at parents' evenings, normally in October/November and March/April and July, to discuss your child's needs, their 'Support Plan', (if they need one), and their progress. If your child has a 'Support Plan', this means your child will be set individual targets and your teacher will discuss your child's progress towards achieving them.

If you or your teacher believes your child is still making limited progress, then the class teacher or Assistant head for Inclusion will want to talk to you about making a request for further specialist advice and assessment.

You will receive a written school report on your child's progress in April and a summary in July.

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If your child has an Education, Health & Care Plan or statement of special educational needs you will be invited to a meeting, at least once a year, to discuss your child's progress with the class teacher, Assistant Head for Inclusion and any other people who are involved in supporting your child.

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

- We work in partnership with parents and carers to support their child's well-being, learning needs, progress and aspirations.
- Class teachers are normally available at the start of the day or at home time to make appointments to discuss any issues or concerns you may have about your child.
- The Assistant Head for Inclusion is available to discuss your child's progress or any concerns you may have, appointments can be made at the school office.
- You are invited to become involved in school-life through a number of means e.g. open mornings to share a book with your child, coffee mornings and ongoing invitations to school events throughout the year.
- We host family learning workshops to model our approaches to learning in literacy and numeracy, giving parents the confidence to support their child's learning at home.
- We have a team of family workers who offer parent support groups, provide information about local services available to parents and run play schemes/trips during school holidays. If you would like to request a meeting with one of our family workers then please ask at the school office.
- We organise 'Team around the Family' meetings for children and families where needs are assessed as significant.
- All children have a reading journal which may also be used to support communication with you.

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- For pupils with an Education, Health & Care plan or statement of special educational needs, the professionals involved in supporting your child, are normally available to offer advice to parents.
- Our *Governing Body* includes *Parent Governors/representatives*.

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

At Downside Primary school we celebrate diversity and believe having high self-esteem is crucial to the well-being of all children.

The class teacher has overall responsibility for your child's pastoral and social care so they would be your first point of contact if you have any concerns. If your child needs support then the class teacher can speak to the Assistant Head for Inclusion for further advice or you can make a referral to our team of learning and wellbeing mentors by speaking to one of our family workers. Each term the learning and wellbeing mentors hold a parents' coffee morning. This provides an opportunity for parents to see the provision and to find out more about supporting children who may have wellbeing concerns.

Learning well-being mentors

Our team of learning and well-being mentors are here to support children overcome any difficulties that are getting in the way of their learning. A child referred to the learning mentors may have difficulties with feelings, making friends or managing their behaviour. The support each child gets depends on their individual needs and some may support in class or come out of class to work 1:1 or in a small group with the mentor.

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Interventions used to promote positive wellbeing;

'You & Me' - regular times for child and mentor to build a positive, trusting relationship where difficult emotions are shared and individual guidance is offered.

Social Skills Programmes, including Lego Therapy.

'Fun Friends' - a programme designed to help pupils with anxiety.

'There's a Volcano in My Tummy' - helps pupils who have problems managing anger.

Restorative justice - an approach which helps build, maintain and repair relationships.

A 'Worry Box' is located in our school halls and on the KS2 playground so any child / parent can post a problem or worry they want help with. The learning wellbeing mentors read these and meet with the child concerned to help them work through their worry or problem.

Professional Support

For some children with significant behaviour, social and emotional and mental health difficulties a referral to other professionals such as: Educational psychologist, Child Psychotherapist, New Horizons Behaviour Provision Outreach Service or Child and Adolescent Mental Health Service (CAMHS) may be recommended. Before any referral is made, parents' views and permission will be sought and the child's views fully respected.

Medical needs

We have a policy regarding the administration of medicines on site. Parents need to contact the office if medication is recommended by medical professionals to be taken during the school day.

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If your child has a medical condition such as asthma or diabetes. Staff will be trained to follow procedures according to the directions of medical professionals and are written on a 'care plan'.

6. How will teaching be adapted to support the child/young person with special educational needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and adapt their planning daily to ensure that the learning tasks are adjusted to enable your child to access their learning.

Specific resources, equipment and strategies will be used to support your child individually and in groups. Some examples of these are;

- Access to ICT software using laptops and iPads
- Writing slopes, easy grip writing tools
- Visual supports including photographs, video, objects, adapted text using pictures and symbols
- Visual timetables/task planners/checklists
- Writing frames and maps
- Personal communication books with pictures and symbols

7. What different types of support can the child/young person receive in school? (e.g. small group or individual)

Quality first teaching means every class teacher;

- Has the highest possible expectations for all the children in their class.
- Makes sure all teaching is based on what your child already knows, can do and understands.
- Uses different ways of teaching so that your child is fully involved in their learning, using more practical and visual methods.
- Uses strategies recommended by the Assistant Head for Inclusion or other professionals to support your child to learn.

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- Will carefully check on your child's progress and decide if your child needs some extra support to help them make the best possible progress.

Specific group work with a small group of children often called Intervention groups. These may be;

- Run in the classroom or outside and works on specific targets to help your child make better progress.
- Run by a teacher or most often, a teaching assistant who has had training to run these groups.
AND/OR
- Individual support for your child e.g. a reading/numeracy programme, speech & language therapy

Specialised intervention

In some cases a child may have specific barriers to their learning that cannot be overcome through Quality First Teaching and intervention groups on their own. Therefore, we may seek the advice of a professional outside the school e.g. Local Authority Services such as Autistic Spectrum Disorder or Visual/Hearing Impairment outreach teams.

This would mean:

- You may be asked to give your permission for the school to refer your child to a specialist professional. This professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set more refined targets.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - Group or individual work with the outside professional.

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Specified Individual support

Individual support is usually provided through a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC plan) and is for children with severe, complex and lifelong conditions.

This means your child will have been identified by the class teacher or Assistant Head teacher for Inclusion as needing a particularly high level of support and individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school.

The Statement or EHC plan will outline the number of hours of individual and small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. A teaching assistant may be used to support your child with whole class learning, work with them on individual programmes or provide small group support.

8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Playtimes and lunchtimes

Our learning and wellbeing mentors are conveniently located on the playground, so if any child is having problems they are encouraged to 'drop in', where an adult can help them solve their problem.

Children in Years 4 & 5 are trained to become a 'play leader'. 'Play leaders' look out for any child who appears to have no friends to play with and offers games and activities that they can play together.

For those pupils who have complex special educational needs or a disability an individual programme is agreed between the pupil, parents/carers and school staff. Some pupils may need the support of an adult to help them develop positive social,

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communication and relationships with their peers or to ensure their safety, and it may be more appropriate for them to have a more structured playtime and lunchtime or for an adult to assist them with their play, on the playground.

School clubs

Class teachers actively encourage all pupils to join school clubs regardless of any SEN or disability a child may have. If you think your child may need additional support, please discuss this with the class teacher or the Assistant Head for Inclusion so arrangements can be made to adapt activities and sports to meet your child's needs.

We offer a lunchtime club for every year group, at least once a week. Activities include;

- Art and craft
- Board games
- Table tennis
- Computer games

We run a number of after/before school clubs, examples include;

- Football
- Cricket
- Dodge ball
- Athletics
- Netball
- Orienteering

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School trips

We make every effort to include all children on school trips and activities off site. We will provide the necessary support or adaptations to ensure the trip is successful. A risk assessment is carried out before any trip or off site activity, this ensures the safety of all pupils. In the event that a trip or activity is considered unsafe or inappropriate for your child, then we will discuss this with you and an alternative activity will be provided either at school or at an alternative location.

9. How does the (early years setting/school/college) involve children/young people in decisions that affect them?

We value and celebrate each child being able to express their views on all aspects of school life. We aim to create a setting where all children feel comfortable expressing their views.

- The school council allows children to share their views or raise any whole school issues.
- An annual pupil questionnaire seeks the views of all children.
- Children with a statement or EHC plan will have their views discussed individually with the Assistant Head for Inclusion before their annual review meeting or any meetings where changes to provision needs to be discussed, in so doing becoming an advocate for the child.
- Children who have a 'Support Plan' will discuss their support and targets with their teacher and have an opportunity to share their views. We aim to involve children, as far as it is possible, in their own target setting.

10. How are the settings /schools /colleges' resources allocated to support children/young people with SEND?

The school budget received from the Local Authority includes money for supporting pupils with SEND. The Head teacher decides on the school SEND budget in consultation with school governors and is based on the needs of pupils in the school.

The SEND budget includes funding for;

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- Specialist SEN services (e.g. advisory teachers, educational psychologist, speech and language therapist)
- Teaching assistants (TAs)
- Training for class teachers and teaching assistants
- Specialist equipment
- Specific resources and intervention programmes

The school receives an additional amount of 'top-up' funding for pupils with a high level of need and who have a statement of special educational need or an EHC Plan. This provides funding for some individual or small group teaching assistant support, a range of support strategies, staff training needs, resources or equipment.

Regular meetings between school staff, the Assistant head for Inclusion and the Senior Leadership Team take place to monitor the impact that resources, interventions and additional support from teaching assistants have on the outcomes of pupils with SEND. The Governing body evaluates and makes recommendations regarding funding decisions.

11. What services external to the setting/school/college can provide support to children with SEN?

Directly funded by the school:

- Teaching Assistants
- Learning Well-being Mentors
- A Child Psychotherapist
- A Clinical Psychologist
- The Family Support team
- A Speech and Language Therapist to provide a higher level of service to the school

Funded by the school using funds allocated for SEND from the Local Authority:

- Educational Psychology Service

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- Learning Support Service
- New Horizons behaviour provision at Chantry Primary School

Paid for centrally by the Local Authority but delivered in school:

- Autism Advisory Teachers
- Special Education Needs Advisory Teachers for Early Years, Speech, Language & Communication Needs
- Special Education Schools Outreach Teams
- Outreach teams for children with visual or hearing needs
- Alternative learning & progression service (ALPS)

Services provided by NHS

- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- Paediatrician (a medical practitioner for children)
- School Nurse
- Physiotherapy
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- Social care services

12. How are staff in the setting/school/college supported to work with children/young people with special educational needs and what training do they have?

We regularly invest time and resources in training our staff to improve the quality of teaching and learning for all of our pupils.

The Assistant Head for Inclusion has responsibility for supporting class teachers and teaching assistants in their planning and teaching for children with SEND.

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Class teachers and teaching assistants receive regular training on teaching children with SEND, normally led by the Assistant Head for Inclusion or outside agencies.

Some support staff are trained to deliver specific interventions such as, Early Reading Research and a Core Numeracy Programme.

Individual class teachers and teaching assistants may receive training, either from outside agencies, the Assistant Head for Inclusion or the school speech and language therapist that are relevant to the needs of specific children in their class e.g. Makaton signing, using communication books, speech and language programmes.

13. How will the setting support the child/young person in moving on to another school or college or to the next key stage in their education or life?

When your child moves classes in school

At the end of each academic year, every child has to move to a new classroom and class teacher and it is normal for you and your child to be a little anxious about this change. To help make it as positive as possible, before the change of class;

- All information about your child's SEND will be shared with the new class teacher.
- Meetings will be held between staff who know your child well and the new school staff.
- You may request a meeting with your child's new class teacher.
- Your child will have an opportunity to spend some time with their new class teacher and support staff in their new classroom.
- If it has been agreed that your child would benefit from additional visits to their new classroom and class teacher, this can be arranged.

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When your child moves school

Your child may be in year 6 making the transition to secondary school or they may be in another year group moving to a new school within the local area or further away. We aim to ensure the move prepares the receiving school and your child to meet any special educational needs.

For pupils in year 6

- The Assistant head for Inclusion will discuss the specific needs of your child with the SENCO or Inclusion Manager of their secondary school. This will involve sharing information about your child's SEND.
- Meetings with our year 6 teachers and the teacher/s responsible for transition of the secondary schools will take place.
- In the last half-term, our year 6 teachers prepare all the children with sessions designed to help them understand the changes ahead and may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Most secondary schools hold a 'taster day' for your child to attend.

For pupils in any year group

- For pupils with a statement of special educational needs or EHC Plan it may be necessary to hold a meeting with all the professionals who currently support your child to agree individual transition arrangements.
- We encourage both parents and children to visit the new school and make an appointment to meet the staff who will support your child.
- If it is agreed your child would benefit from additional visits before the move then these can be arranged, and in some cases staff from the new school may visit your child at Downside.

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- Records of information including the SEND your child has, what interventions they have received and what strategies have been successful, will be passed on to the new school and in some cases the Assistant Head for Inclusion or your child's class teacher will liaise with the new school.

14. How accessible is the setting/school/college environment?

We monitor the languages spoken by our families and make every effort to arrange for a translator to attend meetings when necessary.

We have an Accessibility Plan and where possible, make reasonable adjustments to improve the accessibility of our school to meet individual needs.

Wheelchair users

Our school building is fully wheelchair accessible except for the year 6 classrooms on the first floor, however if your child uses a wheelchair and is in joining year 6 they can be accommodated in the class which is situated on the ground floor.

We have;

- two disabled car parking spaces
- two washrooms, DDA fully compliant, one has a lifting hoist
- three disabled toilets
- ramps to access the outside play areas

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Hearing Impairments

We have;

- An 'induction loop' at the main reception
- Each year group has one classroom that has a system which amplifies the teacher's voice
- Strobe lightning for fire alarm alerts

Visual Impairments

We have;

- Walls and floor coverings have contrasting colours
- Some stairs have bright coloured edges
- Colour contrasting door signs
- Handrails
- iPads that can enlarge text displayed on the classroom smart board

Medical Needs

We have a fully equipped medical room with separate 'clean room' to enable the safe preparation of medical feeding and injections.

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15. Who can parents/carers contact for further information at the early years setting/school/college?

The class teacher is the first point of contact. Any important information should be shared with the class teacher rather than the teaching assistants who may be supporting your child.

Parents are also welcome to contact the Assistant Head for Inclusion directly about any concerns.

Useful school contact details:

Head teacher: Miss Karen Hooker

Assistant Head for Inclusion: Mrs Vanessa Leaves

01582-587160

SEND School Governor:

Mrs Farrah Naveed

If you are considering applying for a place at Downside Primary School and your child has special educational needs or/and a disability then please telephone the school and arrange an initial visit with the Head teacher or Assistant Head for Inclusion. We will be happy to meet with you.

The local admissions service can help you if you are applying for a school place:

Local Authority Admissions:

Unity House

111 Stuart Street

Luton

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Beds

LU1 5NP

Tel: 01582-548016

Email: admissions@luton.gov.uk

www.luton.gov.uk/Education_andlearning/Schools_and_colleges/School%20admissions

Local services related to SEND:

Local Authority Local offer: www.luton.gov.uk/Education_andlearning/special_educational_needs

The local authority Special Educational Needs Assessment Team (SENAT) is responsible for administering statutory assessments and the production of statements of special educational needs.

Futures House

Marsh Farm

Luton

Beds

LU3 3QB

Tel: 01582- 512555

Email: senat@luton.gov.uk

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

This service offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email the school office ...Last update: Feb 2017