

## **Binfield C.E. Primary School (V.A.) Local Offer**

Binfield Church of England (Aided) Primary School welcomes all children from the neighbourhood whatever their beliefs. Our school promotes attitudes of mutual respect and responsibility and is committed to our children developing their full potential academically, spiritually, socially, emotionally and physically. We strive to provide a caring, Christian environment and to lay the foundations for our children to take an active part in adult life.

We value uniqueness of everyone in our community, fostering pride in ourselves and respect for each other.

We are an Advanced Thinking School (the 4<sup>th</sup> in the World and the U.K.). We aim to equip all pupils with the skills to learn and think independently so that they are life-long learners when they leave us.

### **Background Information:**

The school is larger than the average-sized primary school. Around 15% of pupils are from minority ethnic groups and about half of these pupils speak English as an additional language.

The proportion of pupils now to be eligible for free school meals, for whom the school receives additional funding through pupil premium, is below average. The pupil premium provides additional funding for children who are looked after, children of parents and carers serving in the armed forces and those known to be eligible for free school meals.

The proportion of disabled pupils and those who have special educational needs supported through SEN support is below average. The proportion supported through school an EHCP is also below average. These needs relate mainly to specific learning difficulties. Our EHCP children have complex needs.

## **1. Identification of additional or Special Educational Needs and Disabilities (SEND)**

### **1.1 How does the setting identify children with additional needs or SEND?**

All teachers are initially responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

Pupils' progress is vigorously monitored and updated on a half-termly basis. Pupil progress meetings are held each term between class teachers and the school's SENCO. Pupil progress is recorded on a web-based tracking system bought into by the school called School Pupil Tracker. Progress by individual SEN pupils and various groups of SEN pupils can be monitored through school data (Depth of Learning assessment system) as well as other measures (through intervention feedback, SDQs, and standardised tests). Where concerns are raised the SENCO will consider the need to bring in the support of outside professional agencies to make further diagnostic assessment (e.g. the Support for Learning Service (SfL) and Speech and Language Therapy (**SALT**)).

### **1.2 What should I do if I think my child has additional needs or SEND?**

Talk initially to your child's class teacher sharing your concerns and agree relevant actions with the class teacher. Plan to meet again with the class teacher at an agreed later date to

revisit your concerns and discuss any progress that has been made. If there has been little improvement then the class teacher will refer you on to the school's SENCO.

## **2. Support for children with additional needs or SEND**

### **2.1 If my child is identified as having an additional need, who will oversee and plan their education programme?**

The class teacher with the support of the SENCO will plan your child's educational programme. Individual targets will consider your child's needs and will focus on supporting your child through small personalised steps. The IEPs at Binfield are in a process of being altered to Progress Reviews to support the tracking of outcomes for our SEND cohort.

### **2.2 How will I be informed / consulted about the ways in which my child is being supported?**

IEP/Progress Review appointments will be set up to discuss the support that your child is being offered you and your child will be asked to contribute, the SENDCO and class teacher will also be present. We endeavour to send appointments in good time so that parents can attend. There will also be an opportunity to have further discussion at the termly parent consultation meetings with your child's class teacher.

If your child has an Education, Health Care Plan (EHCP) or Statement a *review will be held annually to look at the progress made against your child's identified targets*. This is an additional meeting on top of the progress reviews and consultation meetings. All of the professionals involved with your child's care will be invited to attend this meeting.

### **2.3 How will the setting balance my child's need for support with developing their independence?**

Termly formal reviews will take place to assess how the interventions and support your child receives impacts on their progress. It is important to us that your child develops their independence and that they are as best prepared as possible for the next phase in their education. Support that includes the child in their class activities will be prioritised and where possible will be put into the classroom. It is important to facilitate support for your child through a range of support methods (e.g. group work, 1:1 support, in-class resources and peer support). We encourage all of our children to participate in activities outside of the classroom, for example sporting events and musical productions.

### **2.4 How will the setting match/differentiate the Early Years Foundation Stage for my child's needs?**

Careful monitoring through assessments and teacher liaison meetings will help the school to make the curriculum suitable for your child's needs. Each teacher differentiates their class' curriculum to meet the needs of the children they teach with the aim of developing independence and the child meeting his/her potential at whichever level they are working at. We also buy in external support from agencies such as Speech and Language Therapy (SALT) and the Support for Learning Service (SfL) who further help to advise and differentiate the learning for your child. Your child's IEP/Progress review identifies activities that your child may need to practise, e.g. reading at home, fine motor skills, etc.

### **2.5 What teaching strategies does the setting use for children with additional needs or learning difficulties, including Autistic Spectrum Disorder (ASD), hearing impairment, visual impairment, speech, language difficulties and physical difficulties?**

The teaching strategies the staff use have a multi-sensory approach and in every class room we ensure that there is quality first teaching to encompass the needs of as many children as possible. The teaching strategies we use are adapted from pedagogy that supports whole class inclusive teaching.

Some children’s needs are so individual that their support may include additional teaching, emotional support and resources within the class. These additional needs may also change across the child’s school life; therefore the teaching strategies used may vary to support each individual child over time. Where necessary additional resources can be used to help support your child through a school day, e.g. visual timetables, social stories, cue cards. Staff are advised by specialist services such as ASSC and the Sensory Consortium.

**2.6 Does the setting provide any additional staffing from its own budget for children with additional needs or SEND?**

The school employs learning support assistants to deliver targeted interventions as well as having class based assistants within classes (or for upper key stages across years). We have identified key times during the day when additional members of staff are available, for example at lunchtimes, to support children with their social skills.

The school also employs a SENCO to support children with identified needs. These support staff form our team that work around the child to ensure maximum personalised and targeted support. An FSA is also available to support families and children who attend our setting. She provides a range of support and can refer families to other groups or organisations if it is felt that more specialised support is needed.

**2.7 What specific intervention programmes are offered by the setting for children with additional needs or SEND and are these delivered on a one to one basis or in small groups?**

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Speech and Language Therapy (SALT)	x	X
Maths intervention programmes	x	X
Mentoring	x	
Literacy Interventions.	x	X
Sensory/Motor Skills Interventions.	x	x
Emotional Literacy Interventions.	x	x

**2.8 What resources and equipment does the setting provide for children with additional needs or SEND?**

The school seeks resource advice for individual children with SEND from other relevant professionals. Resources such as coloured overlays for reading, ‘move ‘n’ sit’ cushions, privacy boards, ergonomic pens and slanted desks are available if your child is assessed as needing these. The school has the multitude of resources and equipment found in a mainstream school. The school building is mostly accessible for pupils with physical disabilities. Adaptations include: ramps and a disabled toilet.

**3. My child’s progress**

**3.1 How will the setting monitor my child’s progress and how will I be involved in this?**

All children including those with SEND will be regularly assessed and their progress carefully monitored. Pupil progress will be discussed each term at team meetings held by the Key Stage team leaders which is then feedback to the SLT and SENCO.

You will have the opportunity at IEP/Progress Review meetings to contribute to your child's IEP and as with any child the class teachers' can be contacted for additional meetings where appropriate.

At parent consultation meetings your child's class teacher will share the progress that your child has made.

If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

### **3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?**

IEP/Progress review appointments will be set up to review and discuss the support that your child is being offered. You and your child will be asked to contribute. This happens on a termly basis, or sooner where necessary. There will also be an opportunity to have further discussion at parent consultation meetings with your child's class teacher.

This discussion involving all parties is considered to be an integral part of the process at Binfield.

### **3.3 In addition to the setting's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with setting staff?**

At parent consultation meetings with your child's class teacher, you and your child's IEP/Progress Review will be available for discussion in addition to regular IEP/Progress Review meetings.

If your child has an Education, Health Care Plan (EHCP) or Statement, a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

If you would like to discuss your child's progress further, please book an appointment with your child's class teacher. Some children with an EHCP have communication books that go between school and home and other progress meetings may be arranged if external support is involved with your child (e.g. ASSC or SaLT).

### **3.4 What arrangements does the setting have for regular home to school contact?**

In addition to regular parent consultation meetings, when appropriate, there will be various additional strategies for regular contact to be set up. For example through a daily contact book, weekly phone calls home or regular daily behaviour feedback.

### **3.5 How can I support my child's learning?**

Parents are given copies of their child's IEP/Progress Review which include advice on activities and practice tasks. Please follow the advice on the IEP/Progress Review and the class home learning information. If you want to be involved further with your child's education please discuss this with your child's teacher with whom you could meet, arranging an appointment through the school office.

There are many useful links on the school's website which you may use to continue to support your child's learning further.

### **3.6 Does the setting offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?**

The school's SENCO is available to meet with parents and discuss strategies to help support their child. Additionally your child's class teacher is likely to give you strategies and suggestions in relation to their learning and progress at your child's parent's evening.

The Family Support Advisor is also available to support parents and to signpost parents to relevant services in order to seek appropriate support. Our FSA often sends out information via parentmail and the school newsletter to highlight to parents training opportunities or learning events run by charities and other organisations. We facilitate meetings between specialist support services and parents when necessary.

### **3.7 How will my child's views be sought about the help they are getting and the progress they are making?**

Binfield's classroom ethos expects and promotes the concept that pupils evaluate their learning and targets. Children are expected to contribute where possible as well as at their SEND individual meetings to review progress, consider the most effective mode of support and identify next steps to support their learning. We encourage our learners to use a range of Learning Muscles including questioning, planning and perseverance which can all feed into their awareness of their own targets and progress.

If your child has an Education, Health Care Plan (EHCP) or Statement your child's views will be sought prior to their Annual Review through their own one page profile.

### **3.8 How does the setting assess the overall effectiveness of its SEN provision and how can parents / carers take part in this evaluation?**

The overall effectiveness of SEN provision across the school is assessed in a variety of ways. We annually evaluate how well our pupils achieve compared to national data; this is compiled through national testing and submitted teacher assessment data.

The SENCO meets regularly with intervention TAs to discuss the progress of children in the intervention groups and modifies support where necessary. Tracking of interventions is being developed through the use of pupil feedback, emotional indicators (SDQs for example) as well as through data measures.

Termly progress team meetings also look at the effectiveness of SEND provision. IEP/Progress Review targets are measured against the Depth of Learning assessment system that runs alongside our Chris Quigley curriculum. Parents/carers will have an opportunity to contribute and review interventions during IEP/Progress Review meetings and at parent consultation meetings.

The SENCO also reports to the Governing body where SEND provision is evaluated.

If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child. This will also look at the effectiveness of your child's SEN provision to meet the Statement objectives.

## **4. Support for my child's overall well being**

### **4.1 How does the setting support children's social and emotional development?**

Specific teaching assistants work with children who have social, emotional and behavioural needs through mentoring, SALT Social groups, self-esteem, emotional and friendship skills groups. The Family Support Advisor is also available to support parents and to sign post parents to relevant services in order to seek appropriate support. We facilitate meetings between specialist support services and parents when necessary.

A lunchtime club for our children with complex needs offers focused support developing social and emotional skills.

#### **4.2 How does the setting support children who find it difficult to conform to the settings normal behavioural expectations?**

Expectations are on all pupils to show a high level of good behaviours, this is reinforced through class teaching, positive language, the language of choice and modelling by staff. Assemblies reinforce behaviour expectations and positive role models are celebrated at the end of the week with Pupils of the Week (which can be given for behaviour as well as learning).

Where necessary, Pastoral Support Plans are developed with clear targets and strategies to support pupils' with behaviour issues. Where necessary an adapted or individual curriculum programme can be provided for children. Some children, whilst still having to conform to class expectations, have their own behaviour reward systems to support good choices. Some of our key staff are Team Teach (Positive Handling) trained.

#### **4.3 What medical support is available in the setting for children with additional needs or SEND?**

We have qualified First Aiders on site. Long term Care plans are agreed with Parents, school and the relevant medical professionals, these are in place for children with additional medical needs. Please see our Medical Policy here:

[http://www.binfieldschool.co.uk/wp-content/uploads/2012/11/Medical\\_Policy\\_2013.pdf](http://www.binfieldschool.co.uk/wp-content/uploads/2012/11/Medical_Policy_2013.pdf)

#### **4.4 How does the setting manage the administration of medicines?**

The school follows the Medical Policy (as above) which is in line with National guidance. We risk assess through information provided on Care Plans by the pupils' parents/carers to ensure that the child's safety is paramount.

#### **4.5 How does the setting provide help with personal care where this is needed, for example, help with toileting, eating, etc?**

If a child has personal care needs we would consult with the child's parents/ social services to produce a Personal Care Plan to ensure adequate provision for that child.

In agreement with the school and local authority a Personal Assistant could provide support for your child's needs.

### **5. Specialist services and expertise available at or accessed by the setting**

#### **5.1 Are there any specialist staff working at the setting and if so, what are their qualifications?**

Yes we have specialist staff that are bought in as required to support the needs of identified children. Their qualifications depend on the staff bought in and for what type of support.

#### **5.2 Does the setting use any support services, for example, learning support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?**

We have access to all of the above services for advice when appropriate and can refer children into these services or liaise alongside the GP. Children often have to reach a threshold decided by those individual services before they will be seen by a specialist.

#### **5.3 What should I do if I think my child needs to be seen by one of these professionals?**

As a first point of call, speak to your child's class teacher who will review your request as per our SEND policy (also available on our website).

## **6. Training of setting staff in SEND**

### **6.1 What SEND training is provided for practitioners within the Early Years setting?**

All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND. Regular updates in regards to specific SEND – e.g. ASD are revisited on a regular basis with the support of the SENCO and Speech and Language updates have been delivered by our link SaLT.

### **6.2 Do any practitioners have specific qualifications in additional needs or SEND?**

The SENDCO has undertaken the SENDCO qualification from Reading University.

## **7. Activities outside the setting including trips**

### **7.1 How do you ensure children with additional needs or SEND can be included in all activities and trips?**

Activities and trips are an important part of all children's education. We would make a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents/carers will also help us to ensure SEND children can be included in activities and trips safely.

### **7.2 How do you involve parent / carers in planning the support required for their child to take part in activities and trips?**

We value the parent/carers involvement in planning the support required for their children to take part in activities and trips. Parents will be sent letters and asked to return permission slips for their children to attend activities and trips.

Where necessary, the class teacher or SENCO will discuss the needs of SEND children with parents/carers to ensure appropriate support is provided for children to participate in activities and trips.

## **8. How accessible is the setting environment?**

### **8.1 How accessible is the building for children with mobility difficulties/wheelchair users?**

The school buildings allow access to the site and enables those with mobility difficulties and wheelchair users to access all areas of the building. However, although classrooms have been extended in size, they remain relatively small which may hinder ease of movement around the room for wheelchair users.

The school reviews its Health and Safety audit on a regular basis and makes reasonable adjustments as and when deemed necessary.

### **8.2 Have there been improvements made to the auditory and visual environment?**

The school has the capacity to provide text in large print for visually impaired pupils/adults. There is a portable hearing loop available in the school office and can be provided as necessary for pupils/adults. If there were specific needs identified we would look at modifying/adapting the environment in order to meet that need.

The Sensory Consortium regularly visits pupils with auditory and visual impairments and advises the school on appropriate adjustments that can be made to support these children.

### **8.3 Are there accessible changing and toilet facilities?**

The school has one accessible toilet in the main part of the school.

### **8.4 How does the setting communicate with parents / carers who have a disability?**

Binfield CE Primary School has the capacity to provide text in large print for visually impaired pupils/adults. There is a portable hearing loop available in the school office and can be provided as necessary for pupils/adults in addition writing to or texting could be offered to communicate with hearing impaired parents.

IEP/Progress appointments are set up to review and discuss the support that your child is being offered you and your child will be asked to contribute. This happens on a termly basis, or sooner where necessary. There will also be an opportunity to have further discussion at parent consultation meetings with your child's class teacher. If a parent wished to bring an additional adult to support them at the meeting they are more than welcome to.

If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child. Communication will endeavour to be clear and concise. Again parents can bring a supportive adult to these meetings should they so wish.

The school's Family Support Advisor is also available to support the parents/carers and families of all children in the school.

### **8.5 How does the setting communicate with parents / carers or whose first language is not English?**

Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advice in various language formats (please visit: <http://www.bracknell-forest.gov.uk/languages> for further details). We would endeavour to communicate by whichever means is accessible to the parent/carer, for example writing to or texting hearing impaired parents.

## **9. Preparing my child to join the setting or to transfer to a new school**

### **9.1 What preparation will there be for both the setting and my child before he or she starts?**

Binfield CE Primary School can arrange an enhanced introduction to the school environment to meet the child's needs. If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. Where possible a transition plan/booklet would be put into place for your child.

### **9.2 How will my child be prepared to move on to the next stage?**

As a primary school, your child will be familiar with all the school buildings and many of the staff as they begin to move around the buildings and experience assemblies and joint class activities (sharing assemblies). The school hold a transition meeting for children to meet their new classes, teachers and teaching assistants before the end of the Summer Term. Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher.

You can also request to meet with your child's new teacher if you feel this will be beneficial.



If a child has SEND there is also the possibility that additional transition work would be of benefit to them and/or transition books begun to support a positive move into the next stage of their schooling. Social stories for ASD pupils are available as well.

### **9.3 How will you support a new setting or school to prepare for my child?**

Transition meetings are held between the year 6 teachers and the secondary schools to share information about your child before they transition to a new school. Files are also transferred between primary and secondary schools so that a full picture of your child is given.

There are meetings and visits between the YR team and new intake children as well as changeover afternoons and staggered starts to the school year. Again information is shared by nursery with the school to support children as they join us.

If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENCO will be able to liaise with the new school/setting's SENCO to ensure a transition plan is in place for your child.

### **9.4 What information will be provided to my child's new setting or school?**

Your child's IEP/Progress Review and SEND file will be provided to your child's new setting/school along with other information that will move with a child, e.g. school reports, current attainment levels and assessment records.

### **9.5 How will you support my child's transition to a new setting or school?**

Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher.

You can also request to meet with your child's new teacher if you feel this will be beneficial. Some children also benefit from a transition book or an 'All about me' page. This provides further information for the new setting about the pupil. A transition booklet supports the child in becoming familiar with the new setting as they find out information regarding what to expect at their new setting.

If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENCO will be able to liaise with the new school/setting's SENCO to ensure a transition plan is in place for your child.

## **10. Discussing concerns about my child**

### **10.1 Who should I contact if I am considering registering for a place at the setting?**

Please contact the school office- 01344-860106

### **10.2 Who would be my first point of contact if I want to discuss something about my child?**

Your child's class teacher will be the first person to discuss any issues you may have. Please contact the school office to arrange an appointment to talk to the class teacher.

### **10.3 Who can I talk to if I am worried?**

Your child's class teacher would be the first point of call. The school's Family Support Advisor is also available to support the parents/carers and families of all children in the school.

The school's SENDCO may also be contacted if you have specific SEND concerns or the class teacher may liaise with the SENDCO after meeting with you to see if the concerns are linked to a SEND need.

**10.4 What arrangements does the setting have for feedback from parents / carers, including compliments and complaints?**

The IEP/Progress review appointment process provides an opportunity for parents' feedback. This happens on a termly basis, or sooner where necessary. In addition to regular parent teacher consultation meetings where concerns can be raised. If you feel that the query is urgent then please arrange an appointment with your child's class teacher who can then invite the SENDCO (if appropriate).

The school also provides an opportunity for parents to feedback on a SEND questionnaire sent out on an annual basis.

Our school complaints procedure is also readily available on our school website.