



## Stowlawn Primary School Local Offer



### 1) Assessment, Targets & Review

Details of how children and young people's special educational needs are identified.	<p>We assess and monitor our children regularly to ensure learning and development is taking place and sufficient progress is being made in all areas of their development. If a child is not making expected levels of progress and are under-achieving or have become 'stuck' at a level for some time, despite good quality teaching, differentiations to the curriculum and adaptations to the learning environment, extra support will be provided through intervention sessions for the child to make better progress. If progress continues to be less than expected, this could indicate that the child has a barrier to their learning. The child will then have an Individual Action Plan (IAP) where intensive and personalised additional support and provision will be provided and monitored. Specialist advice from outside agencies may also be sought for example: Education Psychologist, Speech and Language Services, Specialist Teacher Services or therapists for sensory and physical difficulties.</p> <p>Before children start our nursery, a home visit is organised whereby information from parents/carers can be shared regarding your child's pre-school well-being and development. We collect information regarding your child's likes, dislikes, strengths and difficulties, personal, social and emotional development, physical development, educational development and dietary and medical needs. From the information shared, any concerns raised about an area of need or a combination of needs can be acted upon quickly. For example: if your child has emotional or social difficulties, a speech and language difficulty, hearing or visual impairment or physical difficulty then we can contact the appropriate agencies to endeavour to put support and resources in place ready for your child's transition to nursery.</p> <p>If a child joins our school during the school year, we will complete an initial assessment. This information and the information from parents/carers and previous schools will be shared to ensure we build upon the child's prior learning whilst addressing any particular learning need/s they may have.</p> <p>If we have concerns about a child's progress, we always notify the parent/carer at the earliest point so we can share relevant information about their child's achievements, progress, strengths and needs. We will discuss with parents our concerns and enlist their active help and participation for the best way forward for their child.</p>
Details of how parents and carers are informed that	We communicate with our parents via informal and formal meetings, parent consultation evenings, letters, phone calls and text messages. For parents whose first language is not English, we encourage them to bring along a trusted friend

their child may require special educational needs support. How the school communicates with parents and carers in particular parents and carers whose first language is not English.	who can translate for them or a translator will be provided by the school which may be a member of staff. The referral system that we use to access external agency support is called an Early Help Assessment (EHA).
Details of how children and young people requiring special educational needs support are assessed.	<p>Day-to-day assessments are carried out by the class teacher to find out the child's response to learning so adjustments to planning and provision can be made accordingly. Half termly assessments take place for all year groups to evaluate the effectiveness of interventions and identify whether progress is being made.</p> <p>All children in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day in all areas of the curriculum, through observations, children's work and responses. All children from years 1 to 6 are assessed in reading, writing and mathematics. In Year 1, a formal assessment of each child's phonic ability is made and any child not achieving expected levels is re-tested in Year 2. In Year 2, children will be assessed by teacher assessment. In Year 6, pupils having special educational needs support who are not exempted from testing, will sit the SATs test. Accurate progress data from the class teacher, data from the impact of interventions and information from IAP's all contribute to the assessment.</p> <p>The next steps for the child are determined based on prior attainment supported by accurate progress data from the class teacher, interventions, IAP's and reviews.</p>
Details of how progress is measured and evaluated	In addition, children having special educational needs support have a personal Individual Action Plan (IAP) which identifies their area of need and targets which are reviewed termly. These targets are aimed at breaking down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis, which in turn will facilitate progress to narrow the gap between themselves and their peers. The child is assessed against the outcomes achieved. If outside agencies are involved with a child, for example: Speech and Language Therapist, Physiotherapist or Sensory Inclusion Services, they will carry out an assessment and give advice to the family and school. This advice feeds into the class teacher's planning and the child's Individual Action Plan (IAP) targets to ensure the needs of the child are being met fully. Tracking of progress data, impact of provision on support maps and in-house moderation all evaluate the effectiveness of our provision.
Details of how children and young people's special educational needs are monitored and reviewed.	Outcomes are set prior to intervention and progress and achievement is monitored throughout. All staff are accustomed to following IAPs for the children they are responsible for. Staff discuss the targets with the child and their parents/carers and adults will work with the child in a small group or on a 1:1 basis. They will regularly review by making notes in each intervention session relating to how successfully the child is working and whether they

	encounter any new or recurring difficulties. If required, the targets will be revised and strategies, support or provision will be adjusted to meet the child's needs to enable them to achieve the outcomes set. If a child achieves a target before the review date, the IAP will be amended.
Details of how often monitoring and reviews take place.	Staff meetings are arranged on a termly basis for staff to get together to discuss and review each child's IAP and their progress towards the outcomes. New outcomes are set using professional dialogue and data. The IAP is reviewed on a half termly or termly basis along with parents, child (if age-appropriate) and any outside agencies who are involved. Children and families on Early Help Assessments will have reviews every 6-10 weeks. The SENCO will consult with staff to gather information on the child concerned and share this with parents.
Details of how children and young people's needs are provided for (level of impact / of support)	A child's specific area of need is supported through interventions such as small group withdrawal sessions, 1-1 withdrawal sessions and working supported in whole class groups. The Project X Code reading scheme supports children in developing their reading skills and Fresh Start supports small groups of children in developing their phonics skills. Shooting Stars takes place after school and gives extra support for children to develop key maths and literacy skills and the work is set weekly based on current needs and targets. Children with speech and language difficulties have speech and language therapy delivered by school staff or a trained speech and language therapist and targets are shared frequently with the child's class teacher so that our school staff can work collaboratively to meet a child's needs. Children work in phonic or spelling groups specific to their ability. Each child has a Running Record which logs the child's area of needs and level of support they receive. Children who have outside agency support have a Special Educational Needs Individual record which records all agency support. All interventions planned and delivered across the school are recorded on the IAP and the class intervention overview. Progress is monitored throughout the interventions and the impact of the intervention is evaluated and recorded.  Penn Fields school and Penn Hall school provide outreach services where we can call for equipment, advice, training and support. Children with complex needs can also integrate with Green Park Special School to enhance their learning and life experiences.
Details of how parents/carers can be involved and how they can support their child.	Parents/carers and teachers discuss interventions their child is receiving via informal face to face meetings, at parent evenings and formal review meetings. At the half termly/termly IAP review meetings, parents/carers are invited to contribute their ideas of how best to help their child. These are recorded on the IAP. Also, strategies to support their child are given along with suggestions of extra activities they can do at home with their child. Reading books are sent home weekly and parents/carers are encouraged to make comments about their child's reading in the reading journal. On-line activities are available on Education City and Bug Club. Professionals from our Children and Family Support Team (Area 1) are available for us to contact to ask for advice and ideas on how parents can best support their child. For this to happen, an Early Help Assessment is put into place to enable families to access these services. Also, information for Children and Family Services can also be given on request.

	Informal meetings can be arranged for parents/carers of children receiving SEN support to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.
Details of training opportunities/learning events provided by the school for parents/carers.	We can offer some workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home. We also have links with Green Park School that can be used to support staff and parents.
Details of how parents and carers/ children and young people can raise any general concerns they may have.	The head teacher, deputy head teacher, SENCO and class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed. Parents/carers consultation evenings and afternoons are held on a termly basis.
Names, roles, telephone numbers of key contacts within the school (SENCo, Inclusion Manager etc.)	All staff can be contacted on the school number: 01902 556463  SENCOP: Mrs Stacey Whitehouse

## 2) Curriculum Access

Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.	For information regarding the curriculum please visit the school website: <a href="http://www.stowlawnprimary.co.uk">www.stowlawnprimary.co.uk</a>
Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.	A copy of the Curriculum Policy is available on the school website.  Children stay in their year group for Literacy and Numeracy but are provided with a broad and balanced curriculum that meets their learning needs. A range of challenges are provided by the teacher and children are encouraged to choose an appropriate challenge independently.  In Phonics and Spelling, the children from Reception to Year 6 are grouped according to their ability.
Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.	SEN Governor: Jackie Taylor
Details of staff expertise and professional development/training of staff.	The SENCO holds the National Award for SEN coordination and keeps updated on a regular basis through Network meetings and training. New information is then shared with staff during staff meetings and morning briefings. All new members of staff are advised on our SEN Policy and procedures. Our new SENCO, Stacey Whitehouse, started her role in September 2017. <ul style="list-style-type: none"><li>• Several staff have accessed the Outstanding Teaching Programme (OTP) and the Improving Teaching Programme (ITP) at Manor Primary School or St Bart's Primary School.</li><li>• ELKLAN training under 5's (Speech and Language): Mrs S Johal</li><li>• Dyslexia Training: Four staff</li><li>• Swimming instructor: Miss L Poste (STA L2)</li><li>• ECAR: Miss T Lane</li><li>• Maths Masters Course: Miss L Poste, (Miss Kandola also accessing this course during 2017-2018)</li><li>• National Award for SEN Coordination: Mrs S Whitehouse (2016)</li><li>• Cool Kids Training: Miss J Savory</li></ul>

	<ul style="list-style-type: none"> <li>• We share a site with Green Park School where we can access advice and assistance. We also access outreach work from other special schools when necessary.</li> </ul>
Details of the types of special educational needs for which provision is made.	<p>There can be various needs amongst our children who may require SEN support and a difficulty may occur at any time during their education. A child is regarded as requiring SEN support if they have a need/s in the following areas:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>Our children who require SEN support have needs in one or more of these areas; some have multiple areas of need. We have children with physical needs (who are wheelchair/walking frame users), sensory needs, Attention Deficit Hypoactive Disorder (ADHD), dyslexia, dyspraxia, moderate learning needs and medical issues which include arthritis, diabetes and epilepsy. There are also children who have an Education, Health and Care Needs Plan.</p> <p>As we share a site with Green Park School, we can access advice and assistance when required. We also access outreach work from other special schools when necessary through Wolverhampton Outreach Services.</p> <p>Provisions are made for all children, regardless of their needs, in order for them to access the full curriculum.</p>

### 3) Grouping and Pastoral Care

Details of the school pastoral support system.  Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.	Class teachers are responsible for the pastoral care of their children. They will raise any concerns with the head teacher, deputy head teacher or SENCO. The SENCO will then make appropriate referrals or organise appropriate support. The school can access support for children and families with Personal, Social, Emotional and mental health difficulties through the NHS School nurse service and services such as a Family Support Worker, Spurgeons, Improving Futures and Wolverhampton 360 where children can be supported on a 1:1 basis, in small groups or whole class. We encourage peer support across the school. Staff training equips staff to also mentor children.
Details of how parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support.  Details of opportunities for pupils/students to have a voice.	The head teacher, deputy head teacher, SENCO and class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed. School evaluation forms are sent out regularly and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.  Children who are receiving special educational needs support are involved in the setting of their targets, review meetings and lots of discussions. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their IAP if this is appropriate.
Details of the strategies available to support regular attendance, including what support is available.	First day contact is made by phone if a child is not in school.  The Education Welfare Officer (EWO) offers support for families. She meets weekly with the head teacher to analyse attendance and target support for children whose attendance is a concern. Cases are referred to the local authority when necessary, especially if legal intervention is required or children are missing from education.  Texts are sent to celebrate good attendance.
Details of the strategies available to support good behaviour, including what support is available.	We follow the 'Good to be Green' behaviour award system where children try to keep their card 'green'. A yellow card signifies that the child has received a warning and a red card is for a major incident or another incident after the yellow warning card. Golden time is awarded based on the number of cards that children have received: two minutes are deducted for a yellow card and there is a 5-minute deduction for a red card. Children have golden time on Friday afternoons and the class choose several activities that they would like to participate in like: using laptops, painting and sports activities.  Behaviour data is analysed carefully to enable interventions to be put in place. We Liaise with the Pupil Referral Unit (PRU) where needed.

	A copy of the Schools Behaviour and Discipline Policy is available for parents.
Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.	<p>The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for children receiving SEN support are made as required.</p> <p>All children are invited to attend school trips and additional support is organised if needed.</p> <p><u>All</u> children have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.</p> <p>A copy of the Schools Equal Opportunities Policy is available for parents on request.</p>
Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.	<p>Meetings for the transition of children receiving SEN support from year 6 to secondary are held between the SENCO, the year 6 class teacher and secondary school staff. Children with an Education, Health and Care Needs Plan (EHC) will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5. Here they will be given the option to decide whether a mainstream secondary school is likely to cater for their needs when their child is ready to move on to Secondary School.</p> <p>Detailed discussions were held in Summer 2016 and 2017 to develop a more detailed induction package for a group of our most vulnerable children who are moving to Moseley Park. This has provided them with additional time and support in their new school to ease the transition. Staff from Moseley Park have also attended EHA reviews for these children.</p> <p>Visits to a prospective new school for a child receiving special educational needs support can be arranged by the school where the head teacher and/or SENCO will accompany the child and parent for the initial visit.</p> <p>If a child receiving special educational needs support transfers to our school we offer a pre visit for the family or we can do a home visit.</p>
Details of medical and personal care procedures.	<p>Regular training is delivered with regards to asthma, allergies, epilepsy and any other medical needs related to the children in the school.</p> <p>Many of our staff have received Paediatric First Aid Training and we always ensure that a trained member of staff accompanies all school trips and visits.</p> <p>We consult our school nurse for advice on medical and personal care procedures and she will offer advice to parents/carers. We also have the added support of trained medical staff on-site from Green Park School.</p> <p>All requirements with regards to medical care are kept in the first aid box in each area of the school so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed</p>

during the school day. Children with long term medical needs have a designated member(s) of staff identified. Any medication given is recorded.

Staff will support children in the event of their personal needs and spare clothes are provided. Parents/carers are informed at the end of the school day or by a phone call if required.

If a child has a minor accident in school, it is recorded in an accident book and a letter is sent home at the end of the day or a phone call is made to the parent/carer if we feel the need to do so. Children are always sent or taken to hospital in the case of an emergency and parent/carers contacted.

#### 4) Equipment & Resources

Details of the specialist staff working within the school and qualifications.	<ul style="list-style-type: none"> <li>• As above- see training for staff in school</li> <li>• School pays an SLA for a specialist SEN teacher to work in school one afternoon a week with target SEN pupils.</li> <li>• The school will often employ an appropriate teaching assistant to support a child with an Education, Health and Care Plan. If we require specialist staff they are organised through outside agencies.</li> </ul>
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy Service</li> <li>• Special Needs Specialist teacher service (SLA)</li> <li>• Special Needs Early Years Team</li> <li>• Occupational Therapy: Gem Centre</li> <li>• Physiotherapy: Gem Centre</li> <li>• Sensory Impairment Team</li> <li>• Green Park School, Penn Fields School, Penn Hall School, Westcroft School</li> <li>• Behaviour and Referral Unit (PRU) , Re-Entry</li> <li>• Children and Family Support Team (Area 1):</li> <li>• Educational Psychologist and Assistant Educational Psychologist</li> <li>• Area Special Educational Needs Coordinator</li> <li>• Child &amp; adolescence mental health Services (CAMHS)</li> <li>• Parent Support Advisor</li> <li>• Parents/carers are encouraged to contact the Parent Partnership Service if needed.</li> </ul>
Details of the schools access arrangements	<ul style="list-style-type: none"> <li>• The school building was rebuilt in 2009 and has received an award for 'SEN Schools' due to the focus on inclusive practice. All areas are accessible for children or staff with a special educational need or physical difficulty and accessibility arrangements are reviewed on a regular basis.</li> </ul>
Details of how the schools SEN budget is allocated	<ul style="list-style-type: none"> <li>• Outside Agency Support via SLAs – equivalent to one day per week educational psychologist support and half a day specialist teacher support.</li> <li>• Training for staff</li> <li>• Staffing Budget: we have high child/staff ratios.</li> </ul>
Details of travel arrangements to and from school.	<ul style="list-style-type: none"> <li>• Most children live locally and either walk, cycle or travel by car to school.</li> <li>• There are no specific travel arrangements for pupils with a special educational need.</li> </ul>