



*Nurturing &  
growing together*

## **GOVERNORS OF STAR PRIMARY SCHOOL**

### **SEND School Offer**

#### **School Mission Statement:**

*At Star Primary School we believe that everyone is equally loved and accepted.*

*Acknowledging the diversity of our community, we...*

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*

By order of the Governing Body of Star Primary School

(Signed)\_\_\_\_\_ Dated \_\_\_\_\_(Head Teacher)

(Signed)\_\_\_\_\_ Dated \_\_\_\_\_ (SEN Governor)

**Policy Date: March 2017**

**Review Date: March 2018**



## **Inclusion Quality Mark Flagship**

*'The most impressive thing of all at Star Primary is the high level of good-natured and empathetic care with which the head teacher, senior leadership team and staff body manage every communication with every child and family member. The first sentence of the most recent Annual Report states: 'At Star Primary School we believe that everyone is equally loved and accepted', and as a visitor with time to observe practice and talk to professionals, children and parents, that is how it feels..' Sue Rush (IQM, April 2016)*

## **The Local Offer**

As part of the Children and Families Act 2013, Local Authorities are required to publish a Local Offer which sets out support that is available for children and young people with special educational needs (SEN) in the local area.

Newham's Local Offer is available on the Newham website and tells parents how to access services in their area and what to expect from these services. Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

At Star Primary School we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly interviewed and updated as necessary.

Our provision for children with special needs, including those with complex or significant needs, forms part how we work and teach at Star Primary School.

### ***In summary:***

*All SEN children will access: Quality First Teaching appropriately differentiated to meet identified needs – i.e. every teacher, in every class, will plan and deliver lessons that meet the needs of every child in the classroom.*

*Some children with additional SEN will access: Small group or 1-1 targeted interventions (i.e. additional support) to help them to make progress in literacy, language, behaviour, nurture, fine and gross motor skills.*

*A few children with complex or significant needs will access: 1-1 support, with funding provided by the local authority. This is referred to as 'high needs funding'.*

*This is the **School Offer** for Star Primary School. It describes the arrangements we make that are 'additional and different' for pupils with SEN. This information has been produced together with parents, carers and our children and will be reviewed annually.*

*The following information outlines the support and provision pupils with SEN can expect at Star Primary School.*

## **The School Offer**

**Here are Star Primary School's current responses to a variety of most frequently asked questions regarding SEN needs:**

### ***1. Identification – How do we know if a child has learning difficulties or special educational needs?***

- When children have identified SEN, before they start Star Primary the school will work with people who already know the pupil and use information already available to support them in school.
- New admissions: we have a comprehensive admissions process, which includes an interview at which personal details as well as any other relevant information is captured. Our internal processes ensure that any information regarding a child's special needs is forwarded to the SENCO. In addition, the SENCO, Nicole Putscher from the child's previous school (if applicable) will provide details.
- When a child is at school and we have any concerns the Special Needs Co-ordinator (SENCO) will observe your child in class or individually. If you think your child has SEN please speak to the class teacher, the school will listen to your concern. The class teacher can flag a concern to the SENCO at any time, which will be investigated accordingly. For children in Early Years (Nursery and Reception), children who do not reach the age expected levels in the Early Years Profile will be flagged to the SENCO.
- For children in Key Stage 1 and 2 (i.e. years 1-6), teachers input information re (i) progress and (ii) attainment on the internal school progress and tracking monitoring system. The SENCO runs termly reports that analyse this information and any children who are working significantly below what is expected of them according to national standards for their age and year group are flagged.
- Children with specific literacy difficulties or moderate learning difficulties will follow the learning intervention pathway identified for children with these particular needs.
- For children with High Needs Funding – i.e. needs in one (or more) of the following areas:
  - (i) autism
  - (ii) complex learning needs
  - (iii) speech and language difficulties or
  - (iv) emotional, social and mental health difficulties

We are immediately aware of their particular needs, from their parents and other agencies who have been involved in their care and welfare. The SENCO will lead the development of a pupil profile and a child centred plan for children in this group and ensure that they receive the high needs funding they need to make the appropriate progress related to their levels of need.

- Pupils with 'lower-level' speech and language difficulties not requiring High Needs Funding are identified through their Early Years providers prior to their arrival at Star Primary School, or by Star class teachers and our SEN assessment procedures soon after their arrival. We work closely with the Speech and Language Therapy Service, whose recommendations will then be acted on in the school setting.
- Finally if it is found that your child has difficulties the school will discuss these during parents evening or you may be asked to attend a meeting.

## **2. What should I do if I think my child may have special educational needs?**

- If you have concerns then contact your child's teacher or Mrs Putscher the SENCO.

## **3. Decision making – how do we decide what sort of support children with special needs will receive?**

- We use the school's progress and tracking monitoring system to record and report all our children's progress. In addition, children who have been identified as having special needs are continually monitored.
- When pupils are identified as needing additional support to make the progress we expect parents are informed and consent is sought for any interventions (i.e. ways we can help the child) considered appropriate. Such interventions will be determined as per the processes outlined in this document. We always ensure that parents are kept informed of the outcome of any formal assessments, which are completed at least annually.
- If necessary, an informal meeting with parents will be held to explain why a referral to an outside agency is thought appropriate, and to seek their consent to allow us to access this support.

## **4. Support – how will staff at school support children with special needs?**

Further to the processes outlined above, the individual needs of the identified children will be assessed. All children will receive quality first teaching differentiated appropriately to meet identified needs – i.e. our teachers plan and deliver lessons that meet the various needs of all the children in the class. All subsequent interventions - i.e. extra help in the areas in which the child is struggling - will be designed and run with the needs of the individual child at the center of the process and will be monitored and assessed on a regular basis.

### **Broadly, our support falls into the following areas:**

Star Primary offers support in a number of ways. Some pupils receive targeted support in class from a teaching assistant who help to deliver differentiation work. The lesson may be differentiate according to:

- o time given to the task
- o materials or resources needed in the task
- o the amount of adult support given

- o the outcome of the lesson, that is, what the children are expected to have learned or produced

Sometimes a child may be supported by out of class interventions and these include:

- Bug Club (reading)
  - Targeted homework clubs
  - Targeted booster clubs – on one to one basis
  - Counselling
  - Box Clever - program to improve speech and language
  - Colourful Semantics – program to be used independently, and also in the classroom setting, to develop vocabulary
  - Individual programs meeting individual needs
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- Interventions are designed specific to the needs of each child, and will typically involve working in either a small group or one-to-one support, depending on the nature of the needs. Specific progress targets are set at the start of such interventions and progress against them is monitored by SENCO.
  - Pupils identified as having a specific learning difficulty e.g. dyslexia, dyspraxia, dyscalcula, ADHD will receive appropriate support depending on their particular need.
  - Further to such support, if children are still not reaching expected levels, we would typically involve an external agency which would provide additional specialist support to further strengthen the help already being provided – e.g. speech and language therapy, physical therapy, specialist behavioural support, identification of dyslexia.
  - For our children with High Needs Funding (see SEND policy for further information), each child has a child centred plan and a pupil profile – with tailored learning targets. Parents, pupils, staff at school and from the relevant external agencies are involved in putting these plans together, to best support the child concerned. These plans are reviewed on a half-termly basis, and action taken further to this review as appropriate.

Decisions regarding the levels of support that will be provided to all children with special needs will be taken by the SENCO, further to the collection of all relevant information.

**5. Resources – how do we allocate resources to match children’s special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual’s needs.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. children’s therapy team).
- Funding may be used to buy in specialist support (e.g. speech and language therapy)

## **6. How will the curriculum be matched to my child's needs?**

- Class Teachers have responsibility for the education of all children including those with SEND. Within the classroom teacher use a various teaching approaches to meet the needs of all children, whether they are higher achieving pupils or those with additional needs.
- Star Primary offers an imaginative and innovative curriculum offering all children the opportunity to find a learning style which best meets their needs.
- Teachers plan from the children's levels differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pens/pencils grips or easy to use scissors

## **7. How will know how my child is doing?**

- Class teachers are available at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or the SENCO by visiting the school office.
- You will be able to discuss your child's progress at Parents Evenings.
- Pupil profiles and child centred plans will be shared with parents and targets discussed encouraging parents to contribute towards the profile.

## **8. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and mental health difficulties:

These include:

- Members of staff such as the class teacher, teaching assistants, SENCO and behaviour counsellor are readily available for pupils who wish to discuss issues and concerns.
- The behaviour counsellor targets children who need support social skills, self-esteem, emotional and wellbeing

### **Pupils with medical needs:**

- If a pupil has a medical need then a detailed Care Plan is compiled by the school nurse with support from the SENCO in consultation with parents/carers. These are discussed with all staff who is involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school with a signed medical consent form. Antibiotics may be given in discussion with the office staff and on completion of a medical consent form.

**9. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Language Communication and Interaction Service
- Education Psychologist
- Behaviour Support Service
- Physical & Sensory Service to support pupils with hearing/visual Impairment
- Social Services
- Speech & Language
- Occupational Therapy
- School Nurse
- Complex needs and Dyslexia service
- Newham Child and Family Consultation Services

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned in consultation with the SENCO, class teacher and parents. In order to help understand the pupil's educational needs better, the psychologist will generally meet the parents and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/career on how to best support the pupils in order to take their learning forward.

**10. What training are the staff supporting children and young people with SEND had or are having?**

All staff have received training related to SEND. These have included sessions on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support children with sensory issues
- SCERTS - social communication, emotional regulators, transactional support (Newham's new approach to working with children with ASD)
- Literacy support for teaching assistants
- Team Teach (positive handling)
- First Aid
- Epilepsy
- Epi-pen and dealing with other medical conditions

- Specialist program: turanabout, Box clever, occupational therapy excersises, colourful semantics, the listening program, singalong, physiotherapy

**11. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- We provide transport for children who would struggle to travel on public transport.
- Extra curriculum activities are provided for SEN pupils e.g. music sessions, swimming sessions, gymnastics, movement group, sensory support is provided to our children with autism. Support if necessary is given for our SEN pupils to attend after school clubs.

**12. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have include:

- Ramps into the ground floor of the school to make the site accessible to all.
- Toilets adapted for disabled users.
- Double doors in some parts of the building.

**13. Transfer – how do we help our children to ensure a smooth transition to Star Primary School and a successful transfer to a new school?**

New Admissions - At Star Primary School, we have a detailed admissions process, which includes an interview that we conduct with the parent/carer and the child who will be joining us. As well as key personal details, we also use this opportunity to discuss whether any child joining us has any special needs and how these have been met up until he/she joins Star Primary School. We also ensure that we discuss whether any external agencies have been involved in supporting our new children (and their families if applicable).

- Schools within the Borough will always ensure that we are advised of any support that a child with special educational needs has been receiving to date, and will contact our SENCO. New parents are provided with a hard copy of our prospectus at the interview.
- Transfers to another school: At Star Primary School, we aim to ensure that all our children have a smooth transfer to the next stage of their education as they move to secondary school. Support includes 'taster days' at the new schools for all our children, at which children with special needs are supported if necessary by a member of staff. In addition, children with special needs attend additional 'taster days' in small groups, and with the support of the SENCO.



- Our SENCO also ensures that she liaises with the new schools that pupils with special needs plan to attend, to facilitate a smooth transfer. High Needs Funded children with autistic spectrum disorders are provided with an individually tailored 'communication passport' for their new school to ensure that their needs are met on transfer.
- The SENCO attends the annual Borough SEN transition day.

***Who can I contact for further information?***

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

Your child's class teacher and/or the SENCO or year group phase leader:

Early Years Foundation Stage Phase Group Leader: Mr Carbutt - Assistant Head Teacher

Year 1 and 2 Phase Group Leader: Mrs Poulteney - Deputy Head Teacher

Year 3 and 4 Phase Group Leader: Mrs Jennings - Assistant Head Teacher

Year 5 and 6 Phase Group Leader: Mrs Spencer - Deputy Head Teacher

Mrs Putscher - Assistant Head Teacher (SENCO)

Mrs Bagheri – Assistant Head Teacher (EYFS & KS1 Phonics Manager)

Ms Freeman - Assistant Head Teacher (Literacy, Oracy & SEN teacher)

Mrs Ormerod - Deputy Head Teacher

Mrs Von Buchenroder – Head Teacher

Appointments can be made with any of these people through the School Office.

***Telephone: 020 74765336***

***E-mail: info@star.newham.sch.uk***

I hope I have answered any queries you may have, but do not hesitate to contact the school if you have any further questions.

# Star Primary School Offer

## ALL pupils will access:

- *High quality teaching and learning*
- *A differentiated curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Assessment for learning*
- *Personalised target setting*
- *After school clubs and educational visits*

## Some pupils with additional SEN needs will access:

- *Targeted interventions and support matched to need*
- *Individualised target setting*
- *Personalised progress tracking and assessment of need*
- *Access to flexible working groups*
- *Access to additional adult support for specific tasks*

## A few pupils with complex or significant needs will access:

- *A personalised timetable*
- *Access to evidence based specialist programmes*
- *Access to specialist services and therapists*
- *High levels of adult support and small group working*
- *Advice and support from external agencies*
- *Access to off-site facilities to support physical and sensory development*

