

Colton Primary School

Local Offer for SEND 2023



Meeting the needs of children with Special Educational Needs and Disabilities

We hope our Local Offer answers any questions you may have about our special educational needs practice and provision at Colton. If you have further queries, please do not hesitate to contact the school on 0113 2647514

Colton Primary school is a highly inclusive school which strives to meet the individual needs of all learners. We work in partnership with children, parents and other agencies to provide the best possible educational outcomes for all our children, including those with a range of additional and complex needs. The schools' effective SEND policy and procedures ensure that high expectations, early intervention and prompt and appropriate support for all our children is in place to allow all our children to meet their full potential.

'This is a highly inclusive school in which the leaders and managers keep an exceptionally close watch on provision for individuals which ensures excellent equality of opportunity for all pupils'. (OFSTED 2013)

Frequently asked questions from parents/carers:

What do I do if I think my child may have special educational needs?

If at any point in your child's schooling, you have a concern about their learning, a good starting point would be to make an appointment to speak to the class teacher. If after this discussion it is felt that there are additional needs to be addressed then the class teacher will meet with the Special Educational Needs and Disabilities Coordinator (SENDCO), Karen Weddle, and a meeting will be arranged.

We will try to hold as few meetings as possible but ensure the relevant information is gathered so that concerns do not have to be continually repeated. The SENDCO will coordinate these meetings and inform both parents and class teachers of any changes to provision or further referral.

If the concerns are sufficient that the class teacher and SENDCO feel that additional advice and support is needed, school will request support from the Leeds special needs team or through the Temple Newsam Community Partnership Cluster Team.

How will the curriculum be matched to my child's needs?

All of our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for our children with additional needs. Children may work in a smaller group or work 1 to 1 with an adult. Additional specialised resources may also be provided.

If your child has general, specific, or complex learning needs, they may have a Support Plan and a pupil passport which will describe your child's needs, identify your child's targets, and state what support is needed to achieve them. If your child has emotional and wellbeing needs, they may have an emotional and wellbeing Support Plan which will describe the additional support or strategies

your child may need to be successful in school. The class teacher will discuss the individual targets and strategies with you, so you are fully aware of how you can support at home. After an agreed period of time, the class teacher will review the progress your child has made against the targets set and, if necessary, new targets can be set together. The SENDCO will liaise with class teachers and oversee Support Plans/ one-page profiles to ensure that children with Special Educational Needs are making progress.

OFSTED identified our outstanding practice working with SEND pupils. 'Early identification, carefully planned support and intervention, and systematic monitoring of outcomes ensure that disabled pupils and those who have special educational needs make rapid progress in their learning.' (OFSTED 2013)

How will I know how well my child is doing and how will you help me support my child's learning?

The school has a range of systems in place to report children's progress. We have a target setting day, parents' evenings and a written report which provides information on your child's attainment and progress. In addition, all staff are present in their classrooms before and after school and we welcome informal discussion about your child. Where this may take more time or there is a specific concern, please be aware that a meeting time will be arranged to discuss this in more depth.

If your child has SEND there may be further meetings to attend to discuss progress, coordinate meetings with other professional or to discuss next steps. Where there are formal meetings with outside agencies you will be informed of these in good time and there will be opportunity to discuss the content before and after the meeting.

If your child needs support with Speech or Language we have access to NHS and our own independent speech and language therapy services. The School Speech and Language Therapist has regular meetings with parents to offer support, ideas and strategies to develop communication, speech and language.

If at any point in the process, you feel you need to ask questions or need additional support, then the SENDCO or Pastoral Mentor are available to discuss this. The Pastoral Mentor in school is Angela Beard she can be contacted through the main office phone number.

Leeds SEND Information Advice Support Service is a service to support parents of children with SEND. <http://familyinformation.leeds.gov.uk/sendiaass/Pages/default.aspx>

Their telephone number is **0113 378 5020**

What support will there be for my child's overall well-being?

Colton prides itself on having a caring and supportive ethos. Our school prioritises the emotional and social needs of children and ensures that our children have the highest level of pastoral care possible.

In addition to a Special Educational Needs and Disabilities Coordinator, we have a Pastoral Mentor in school to provide support to our children to help them overcome barriers to learning. These barriers might include friendship problems, emotional difficulties, medical issues and bereavement. Additional support can be provided for families through Mind Mate, who provide support for school on a regular basis.

If a family is experiencing difficulties and has a number of multi-agency professionals involved in supporting them, it may be necessary to carry out a Early Help Plan (EHP) in order to provide a tight support network centred around the child and family. The Pastoral Mentor in school is trained to lead on EHPs.

What specialist services and expertise are available or accessed by the school?

We have excellent partnerships with a range of professionals who provide us with specialist advice. These include Educational Psychologists, CAMHS, Mind Mate, Occupational Health, Paediatricians, the School Nurse, the Early Years Teams and Local Authority Services. As a school we have also employed a speech and language therapist for one day a week to support those children who need it. We also work closely with the STARS team to support our children with Autism.

Being part of the Red Kite Learning Trust Temple Newsam Community Partnership Cluster Team, we have access to a wide range of other professionals (Parent Support Workers, Behaviour support workers, therapists, Emotional Health and Well-being Workers and Educational Psychologists) to help us support our children and their families.

What training are the staff supporting children with SEN having/had?

All class teachers have up-to-date SEND training and continue their professional development through courses and in-house training by staff and external agencies.

If your child has 1:1 support the member of staff working with your child will be given all the relevant information and training where appropriate to ensure that they complete their role to the very best of their ability. The cluster have offered a range of courses specifically for Special Needs Assistants (SNA) to ensure that they are fully trained and supported in their role.

How will my child be included in activities outside the classroom?

Wherever possible, the school ensures that out of school activities are accessible to all children with additional needs. If extra support is needed while they attend a club or school trip this can be arranged by school.

How accessible is the school?

The school is fully accessible to our current pupils and parents, there are appropriate access, ramps, a disabled toilet and a hygiene suite. We also have a low stimulus intensive interaction room and a sensory room for those children with sensory needs. The school works effectively with relevant professionals to enable children with specific needs to attend the school. Accessibility is always of prime importance when considering any building alterations.

How will the school help my child on transfer to the next phase of education?

During your child's time at school there are key transitions that will be managed sensitively. Moving year groups and school can be a time of uncertainty but with carefully planning and meetings we aim to help support this process. All information that is relevant will be passed to the new class

teacher and there will be opportunities for meetings at parents evening and within school for you to discuss any concerns.

On transition to high school there will be the opportunity to visit the school and meet the relevant people. If your child has a special educational need or disability, then meetings between our school and the receiving high school will be help and further parents' meetings arranged.

If your child has been working in a small group and they are due to return to whole class teaching, then you will be informed of this change and have the opportunity to discuss this with the class teacher and SENDCO.

How are school resources allocated and matched to children's needs?

If a child is identified with additional needs, then school can make use of inclusion funding to help support the learning of the child. This money is provided based on a child's need which is done through assessment of their learning and or medical need. Often this funding is spent on resources to help support and engage the child with their learning.

For children with a higher level of need, school the school can apply for a 'top-up funding', based on strict criteria set by the local authority. In most cases top up funding will take the form of additional adult support for learning, development of independence and support for personal care.

How is the decision made about what type and how much support my child will receive?

The SENDCO will take advice from all professionals involved with the child alongside the views of parents and the child themselves if appropriate. The possible package of support will be presented to the Head teacher and the Senior Leadership Team who will work together with the SENDCO to make a decision about how a package of support will be provided.

How are parents involved in the school and how can I be involved?

Parents are vital partners in the child's journey through school, at Colton, we have an open- door policy and we welcome parental involvement. Parents are informed regularly about teaching and other events through the school website, regular newsletters, open evenings and open days.

The school holds information sessions to show parents our methods of teaching eg phonics. Parents are invited into the school to take part in events such as good work assemblies, performances and concerts throughout the year. The views of parents are actively sought through questionnaires, parent forums and discussions.

Where children have Education, Health and Care Plans, parents are invited to attend review meetings of their child's progress through annual reviews which may involve other professionals.

Parents are encouraged to engage in supporting learning in different ways such as supporting their child with their differentiated homework, joining in with family learning classes and using resources provided by school to help their child.

We were very proud to be nominated as a child friendly school in 2016 for our services for children with SEND.

Who can I contact for further information?

Karen Weddle – SENDCO / Deputy Head teacher

Angela Beard – Pastoral Mentor on 0113 2647514

