

Leicestershire's Local Offer template for educational settings



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:

Address:

Telephone Number:

Name of Head teacher/Principal:

Head teacher/Principal's contact details:

Website address:

Facebook account details:

Twitter Feed details:

School/College Specialism:

Age Range of students (start and finish)

to include Post 14 onwards where relevant):

Date of Last Inspection:

Outcome of last inspection:

Does school/college have a specialist designated unit /

additional learning support department?

Yes

No

Total number of students with special educational needs at college/setting:

Total number of students receiving additional learning support:

1. The kinds of special educational needs for which provision is made

at **Newbold Verdon Primary School** school/college

Where-ever possible Newbold Verdon Primary School will make any necessary arrangements to accommodate children with Special Educational Needs and Disabilities within our main stream provision.

We also have a dedicated Unit for children with a diagnosis of Autistic Spectrum Disorders. There are 20 allocated places in our specialist provision with 24 children currently on role. Places are allocated by the Leicestershire Special Educational Needs Assessment team.

2. Information about Newbold Verdon Primary School policies for the identification and assessment of pupils with special educational needs.

Initially a teacher or parent may be concerned about a child's progress or attainment. The teacher will prepare appropriately differentiated work for the child within the classroom setting in a bid to close any developing gaps in learning.

If the difficulties persist the teacher will then work with the parents and the SENco (Special Educational Needs co-ordinator) to develop an appropriate level of support for the child. Where possible this support will continue in the classroom so that the child continues to benefit from quality first teaching.

If, after a time, the child continues to experience problems the school can call upon external agencies for additional support or diagnosis. This might include the Educational Psychologist, Speech & Language or the Specialist Teaching Service.

If the child's difficulties are not showing improvement by this stage, the school may consider contacting the Local Authority for further support and have the child's level of Special Educational Needs assessed to see if a 'Education, Health and Careplan' is required.

This process can be very flexible depending on the needs of the child. We believe on close cooperation between the child, parents and school. We encourage parental involvement in all stages of the process and in all decision making.

The children in the unit have an annual review where their needs and statements or care plans are reviewed to assess that their needs are being addressed. If there are any concerns an early annual review can be requested.

3. Information about insert name of Newbold Verdon Primary School policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How

evaluates the effectiveness of its provision for such pupils

Teachers meet regularly with parents of and children that are identified as having Special Educational Needs or Disabilities, to discuss recent progress and make plans and set targets to the next stage. Teachers also discuss progress with the Special Educational Needs Coordinator (SENco) who may offer additional advice.

Each term all pupil data is reviewed and pupil progress meetings take place between the class teacher and the Head teacher. Any concerns are also raised within this forum. Newbold Verdon Primary School staff also work with other schools to moderate their judgements throughout the year.

These systems are used on both the mainstream school and in our Autism Unit.

(b)

arrangements for assessing and reviewing the progress of pupils with special educational needs

Children are assessed in line with their peers and detailed records are kept by the SENco. Where appropriate, such as if a child is to receive a particular named intervention strategy, children may undertake some initial pre and post assessments to identify progress and small steps of success. Formal meetings are held with both the SENco and Headteacher to review progress of pupils. Progress is formally reviewed with parents, children and the SENco each term, however observations and recognition of progress is ongoing and targets may be reset throughout each term.

Each child in the unit has an individual education plan with specific targets which are shared with parents and reviewed on a half termly basis. Children are assessed on national curriculum targets and P levels for those children working below level 1 national curriculum. Teacher assessments are on going throughout the year.

(c) **Newbold Verdon Primary School**

approach to teaching pupils with special educational needs

We believe that children with Special Educational Needs and Disabilities should be afforded the same opportunities as children without the same needs. They should have an equal access to a broad and balanced curriculum and should receive teaching at an appropriate level to their needs.

At Newbold Verdon Primary school children causing concerns may well receive additional input to assist them in 'closing the gap'. They may also attend one of our 'Buzz' Groups. These are timely intervention groups that are very flexible to meet the needs of all the children in the class and offer support where and when necessary. Where ever possible we believe that quality first teaching is the best possible option for all children and all children will be supported in class to achieve.

Our unit caters for 24 children with Autism in 3 classes. There is no single approach as a teaching method, instead an eclectic approach that encompasses a wide range of teaching methods as appropriate for the individual child, including: TEACCH; Picture Exchange Communication; Interactive Play; Team Teach and Positive Handling Strategies.

Each class maintains a planned timetable to ensure that a broad and balanced curriculum is offered to the children. Structure and routine is important as it offers students security and predictability. Teaching is carried out in individual teaching sessions, small groups and some whole class time. Play and independent skills are also promoted.

Children from the Unit are included in main stream classes if appropriate. Children are fully included at playtimes with mainstream peers and whole school special days.

(d) How **Newbold Verdon Primary School**

will adapt the curriculum and learning environment for pupils with special educational needs

Where possible we will endeavour to ensure that pupils with Special Educational Needs and Disabilities are afforded the same opportunities as others within school. This may require changes to the environment such as additional ramps, space for medical equipment or new paint colours and equipment to aide children with a visual impairment.

We have a range of coloured over-lays and associated equipment for children displaying signs of specific learning difficulties and we have a selection of games matched to a variety of educational needs.

The Unit classrooms have clear designated areas for different activities. The classroom is set up to be as distraction free as possible and the children have their own individual workstations to maximize their learning potential. The children have their own individualised visual timetables incorporating, symbols, pictures or the written word. This enables the children to understand what is happening in their day and allows independence. Each classroom has a withdrawal room to allow individual and small group teaching again in a distraction free environment.

The curriculum ensures children have access to the breadth of the national curriculum whilst also allowing flexibility with children's interests and strengths incorporated in the topics. The emphasis of much of our teaching is on language, communication and social development.

(e) How Newbold Verdon Primary School

will provide additional support for learning that is available to pupils with special educational needs

All children at Newbold Verdon Primary School are set appropriately challenging work at a level matched to their needs. On some occasions children may attend 'Buzz' group interventions to enable them to 'close the gap' between themselves and their peers. Sometimes this might be to reinforce previous teaching and sometimes to pre-teach a new concept and reduce anxieties. All classes have a class teacher and a member of support staff who is on hand to support children with Special Educational Needs and Disabilities as appropriate. Where necessary one-to-one support may be provided for a child in the main stream school. Staff at school are aware of individual needs of pupils and can adapt their practice accordingly.

We have a member of support staff who works closely with the Speech and Language Therapist to run social communication groups with children as identified as having an additional need.

Currently each class in the unit are staffed with one teacher, one NNEB or equivalent and an LSA. Two classes have a further LSA. A speech and language therapist is appointed from the LEA and comes in to school for one day on a fortnightly basis to work with children and set targets in collaboration with the class teachers.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

Newbold Verdon Primary School is well resourced with a selection of games and activities used to support children with Special Educational Needs and Disabilities in school. All children are welcome to attend extra-curricular activities and, where necessary, adjustments made to accommodate all children.

All children attend trips and visits during their time with us, including residential visits.

Many of our SEN children enjoy individualised music lessons.

We have a soft play area that can be used by all children in school.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

We have a member of support staff dedicated to working with social communication groups in the main stream school. We also have additional members of support staff that have attended Leicestershire Educational Psychology training for supporting children with social and emotional difficulties. The children in these groups play games with their peers to support their development.

Within the Unit we have planned work that addresses the social development of all the children. Small group work is set up as an integral part of the children's timetable that addresses the individual social and emotional needs of the children. Specific behaviour and reward systems are also created on an individual basis dependent upon the children's interests and needs.

4. The name of and contact details of SEN co-ordinator and Unit Manager

SENco
Niki Hall-McNair
01455822362
office@newboldverdon.leics.sch.uk

Unit Manager
Cath Cappell
01455822362
office@newboldverdon.leics.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Staff at Newbold Verdon Primary School are kept up to date with current theoretical thinking and practices in Special Educational Needs through regular staff meetings and INSET opportunities. Where a specific need might arise appropriate training for individual teachers may be sought. Our SENco has recently undertaken the National Award for SEN Co-ordination at Northampton University.

If specialist input is required we have developed good links with the Specialist Teaching Service, the Educational Psychology Service and other health professionals. We make use of the local Sure Start Centre and Family Support network for our families. We also work with a wide network of other school through the Bosworth Education Partnership and Affinity Teaching Alliance to ensure that any professional body we employ is reputable.

The unit leader holds the Birmingham University Accredited certificate in education for children with Autism. All teaching staff are trained in PECS, Autism awareness and TEACCH. All staff are trained in Autism awareness and Team teach positive handling. We also have a close link with the Autism Outreach team and Forest ay Special School.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Equipment and facilities that belong to pupils at Newbold Verdon Primary School will be kept safe and secure along with other resources in school. Electronic equipment is kept in a secure locked location overnight. Larger medical equipment is provided appropriate storage space.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Teaching staff meet with parents of children with Special Educational Needs at least three times during the academic year. If targets are met and new ones need set before that time, additional meetings will be held. We believe that the parents of all children have a crucial role to play in supporting the Education of their child and should be involved in the decision making process as much as possible.

Children in the Unit have daily home school diaries, their IEPs are shared with parents every half term. Parents are encouraged to ring the school to discuss any particular issues they may be having with their child and appointments can be made for a meeting in addition to the termly parent's evenings. Parent coffee morning/afternoons are set up on a half termly basis for those that can attend.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Teachers or support staff in the main stream will also talk to pupils about their progress regularly to gather views alongside those of the parents/carers.

If appropriate children can contribute to their IEPs. Individual teaching styles are adopted to suit the specific learning needs of the children to enable them to access and take ownership of their learning experiences.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

Any complaints about the treatment of provision for children with Special Educational needs should be made in writing to the Governing Body Complaints Committee. They will convene a meeting to consider the complaint and any necessary actions. There is an additional appeals committee should the complainant be unhappy with the outcome.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Governing Body of Newbold Verdon Primary School has a named SEN governor who liaises closely with the Special Educational Needs Coordinator to ensure best practice is being implemented at all times. Regular reports from the SENco to the named governor include details of any involvement in school from outside agencies including health and social services, local authority support services and voluntary organisations.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

At Newbold Verdon Primary School we work closely with other professionals to ensure our children receive the best all-round care. Where we feel there are other professionals that may be able to further support you and your child we will make recommendations and/or refer your child for additional advice and care.

If you have any concerns about your child and his/her Special Educational Needs your first point of contact should always be with the class teacher as this is the person in school who knows your child the best and is working on a daily basis to improve the outcomes for your child. Your teacher may then suggest a joint meeting with the SENco for further discussion in order to progress. Any actions will be the joint decision of yourselves and the school.

Contact can be made by arranging to meet the teacher in person, by phone (01455 822362) or by emailing the office (office@newboldverdon.leics.sch.uk).

If you are considering joining the school and would like to look round you can also contact the school via telephone or email.

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education

As a child approaches transition a review of their Special Educational Needs is held and any preparations felt appropriate would be put in place. Often that includes additional visits to the transfer school, meeting with the SENco of the school and/or ensuring the safe transportation of any key equipment.

The children in year 6 will have an Early Annual Review in the first half of the autumn term to discuss the next placement and options for that child. Staff in the Unit will support the child on visits to their new school to ensure a smooth transition.

13. Information on school/college contribution to the publication of the local authority's local offer

This, Newbold Verdon Primary School's contribution to the local offer, is available on our website and as a printed or electronic copy by request. This links to the local authority local offer, an amalgamation of offers from all schools within the area.

