

## Our School Offer

### College Road Primary School

#### *Hand in Hand For The Next Step*

*We are here to embrace each child's individuality and to provide exciting opportunities which enable all members of our school community to reach their full potential.*

The staff at the school work extremely hard to ensure all children's needs are met and that the school is a happy and safe place for them to be. The school endeavours to offer exciting, real life experiences to ensure meaningful and purposeful learning. We recognise the huge importance parents play in their children's lives, to enable them to grow into happy, healthy, productive citizens of the future. With this in mind we endeavour to work in partnership with parents/carers.

#### **1. How does the school assess the progress of pupils and what would they do if my child were falling behind?**

Children are constantly assessed by their class teacher. At the end of each term the teacher puts each child's teacher assessment (TA) on to the school tracking system. These TAs are rigorously moderated by the Senior Leadership Team (SLT). The SLT (including the SENCo) will monitor the attainment and progress of each child to ensure they are fulfilling their full potential. If a child is having difficulties the child's barrier to learning will be identified and appropriate interventions and possibly an Individual Education Plan (IEP) will be put into place. Parents/carers will be notified by the class teacher or SENCo if it is felt their child has a special educational need.

#### **2. Which kinds of SEN are provided for?**

A range of different special educational needs are catered for within the school, for example, Autism, Aspergers, Tourettes, ADHD, dyslexia, speech, language and communication difficulties. For full details, please contact the SENCo via the school office.

### **3. How will my child be included?**

We work hard as a school to ensure children are able to access all areas of the curriculum.

Your child will also be consulted about their strengths and future targets. This is an important part of the 'pupil voice' and allows a child to take ownership and feel included with the decisions affecting him/her. This will take place at least three times a year during the IEP meeting as well as the normal dialogue between teacher and pupil.

### **4. How will my child, who has a special educational need, be taught?**

Inclusion is an important part of our school. As there are a huge range of ability levels and needs for children with special educational needs, children will be individually assessed to identify their needs and appropriate differentiation and/or interventions will take place. Children may have interventions outside of the classroom, such as one to one or small group work taught by the SENCo or Speech and Language Therapy.

### **5. What if my child has a social and emotional difficulty?**

As a school, we understand the importance of supporting the whole child. As such, we employ a school counsellor for one day a week and a Learning Mentors working a day a week.

Teaching and support staff build a strong relationship with each child and they are ever vigilant for signs a child may need extra support. Each child's need is different, and we will always endeavour to do our best to support that individual need.

We also support the 'pupil voice' which gives children a say in their education and their targets. This not only applies to children with special educational needs, but all children through the class and school councils.

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

The school is based on one floor with the exception of the staff room where children are not permitted. Where the floor is not level with the outside ground there is a ramp. There are currently no ramps leading to the Foundation classroom. We have an Access Plan for the premises, which is addressed regularly.

**7. Where can I find information about the school's approach to pupils with SEN?**

You can find all these details in the school's SEN policy which can be accessed on the school website. Alternatively, please make an appointment to see the Special Needs Co-ordinator (SENCo).

**8. Who is the person responsible for children with SEN?**

The person currently responsible for children with SEN is Mrs Jo Harvey.

**9. How do I contact the person responsible for SEN or arrange to meet them?**

If you wish to meet with Mrs Harvey, make an appointment via the school office.

**10. What training or specialist expertise does your staff have around SEN?**

Mrs Harvey has gained the National Award for Special Needs Co-ordination. She is also currently undertaking a Masters Degree in Special Educational Needs.

Staff regularly have training with regards to SEN both by internal staff and outside agencies.

**11. What are the admission arrangements for children with SEN?**

Admission to College Road Primary School follows the published admissions criteria laid out by the LA. 'All schools should admit pupils with already identified special education needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with

special educational needs but without a statement must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33)

**12. What support can the school provide for children with SEN?**

Please see the Local Offer [www.plymouthonlinedirectory.com](http://www.plymouthonlinedirectory.com)

**13. What further external support can the school access and when would this happen?**

The school buys into the Multi-Agency Support Team (MAST) which is an umbrella organisation. Through MAST we can access Family Support Workers, Family Therapists, additional Educational Psychologist support, drama therapy and art therapy.

The school also provides Learning Mentors for 2 days per week. Permission from parents/carers will be sought before referring children to a Learning Mentor.

**14. What is a Learning Mentor?**

- Someone your child can talk to and someone who'll listen to them.
- Someone to help your child with any support and guidance that they need.
- Someone who can help your child reach their full potential by guiding and encouraging you to grow and learn new skills.
- Someone who can help your child achieve all you can in class and out of it.
- Someone who can access help from outside agencies when needed.
- Learning Mentors can give extra support to families.

The school also employs a counsellor 1 day per week. Permission from parents/carers will be sought before referring children to a counsellor.

The school has access to an Educational Psychologist, however, this time is very limited and will not be available to every child who has a special educational need.

The school is able to refer children to the speech and language service with the consent of their parent/carer. This is done through the Health Service.

We also employ a Speech and Language Therapist privately for one day a week. The Speech and Language Therapist will work with children who may need support with the expressive language (developing their word knowledge), their receptive language (understanding other people), their sound production and/or their phonic knowledge (the sounds letters make). This can only be done with parental consent.

With parental support, the school will decide which extra support is appropriate and at what time.

We also invite a number of different organisations into school to support children's learning and development. These include different religious speakers, the school nurse, the fire brigade, the police and a number of charitable and voluntary organisations.

If there are significant and multiple needs within the family a Common Assessment Framework (CAF) may be appropriate. This is a voluntary process, where the parents/carers and representatives from any relevant bodies are invited to meet to help find solutions to the family's difficulties.

**15. What will happen when my child leaves Year 6?**

The SENCo is responsible for ensuring a smooth transition between Primary school and Secondary school. This is also aided by the Year 6 teacher. The SENCos from both schools will meet with the parents of the child to ensure all relevant information is passed on. For some children with a special educational need it may be appropriate to visit their new secondary school on one or more occasions other than that which is standard. This will be organised by the SENCos from each school and parents will be consulted.

**16. What will happen when my child starts school in Foundation?**

If we are made of aware of a child's special educational need before they start school in Foundation the SENCo as well as Foundation staff will visit the child, either at nursery or in the child's home (with permission from

the parents/carers). Information will be gained from the nursery if appropriate and from parents/carers of the child. The school will endeavour to put systems in place to ensure a smooth transition.

**17. How will the school evaluate the effectiveness of the SEN provision made for pupils?**

The effectiveness of SEN provision is measured in two ways. The views of parents and pupils of how successful the provision has been in enabling them to obtain their outcomes is discussed at parent evening and when updating any individual education plan (IEP). The progress and attainment levels of those children with SEND are measured termly during pupil progress meetings or more often if appropriate. The data will be shared with governors and will be judged by external moderators such as OFSTED.

College Road Primary School:

- Has clear systems in place for evaluating provision by reviewing staff expertise. For example, through classroom observations, and/or work scrutiny
- Regularly reviews and evaluates the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Reviews attendance and exclusion data for SEND pupils
- Tracks the progress of different pupil groups and cohorts, for example Autism Spectrum Condition (ASC), Dyslexic pupils, Moderate Learning Difficulties (MLD) etc
- Monitors the impact and success of specific interventions through comparison of pre and post intervention data
- Uses the feedback from PCC SEND audits for Primary schools to inform their evaluation of provision

**18. Who can I contact to provide additional advice and support for my family?**

If you would like any additional advice and support for your family, please see Mrs. Alex Blom, our Family Support Worker. Alternatively, please make an appointment with Mrs. Jo Harvey, SENCo, via the school office.

**19. How are parents/carers and children with SEN supported to share their views and concerns and work alongside the school?**

Individual Education Plans (IEPs) are written three times a year in conjunction with the child. The parents/carers of the child will then be invited to a meeting with the class teacher to discuss the IEP and how the child can be supported at home. Additionally, you are invited to make an appointment with the SENCo, Mrs Jo Harvey, via the school office.

**20. If I am not happy with the provision at the school, how can I share my concerns or make a complaint?**

If you are unhappy with the provision provided at school, in the first instance, please make an appointment to see the SENCo, Mrs Jo Harvey. If you are still not happy, please make an appointment to see the headteacher, Mr. Jim Wallace. If your concern has still not been resolved please feel free to complain using the school's complaint policy for guidance, which can be found on the school website. Finally, if you feel your concern has not been resolved, you can write a letter of complaint to OFSTED [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

Plymouth Information Advice and Support for SEN (PIASS) is an independent and impartial body set up to support parents of children with SEN. You can arrange an appointment with PIASS by telephoning them on 01752 258933. PIASS is based at the Jan Cutting Healthy Living Centre, Beacon Park Road. You can find out more information by visiting the website [www.plymouthias.org.uk](http://www.plymouthias.org.uk).

**21. Where can I find information about the Local Authority's local offer for children with SEN and their families?**

Please refer to Plymouth City Council's website: [www.plymouth.gov.uk](http://www.plymouth.gov.uk)

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