

Important Information for Parents and Carers

What is the local offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The Local Authority refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Derby City Local Offer can be accessed here:

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

VIEW

<http://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/education/The%20Local%20Offer.pdf>

VIEW

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What kinds of special educational needs might the children at Griffie Field Primary School have?

The broad areas of SEND need are:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>

The 13 questions and answers below provide more information about SEND at Griffie Field Primary School.

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/special educational needs or disability (SEND)?

There are several staff you can talk to at GFPS regarding your child's learning or SEND. If you are unsure who to approach, please have an initial chat with your child's teacher.

You can talk to your child's Class teacher. He/she is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted or additional support) and letting the SENDCo know as necessary
- Writing Pupil Progress targets/Personal Learning Plans (PLPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school provision maps where necessary
- Overseeing support that TAs provide for your child
- Ensuring that you (the parent/carer) are involved in supporting your child's learning

You can also talk to our SENDCo Mrs K.Wheatley. The SENDCo is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

You are also welcome to talk to our Headteacher, Mrs E. Mitchell. Responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Making sure that the Governing Body is kept up to date about issues relating to SEND
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.

The Chair of Governors, Mr Yazdani, is also the SEND Governor.

As the SEND Governor, he takes a special interest in SEND and meets with the SENDCo. The full Governing Body has overall responsibility for ensuring that the necessary support is given for any child who attends the school, and that appropriate support is provided for all SEND pupils.

Parents are welcome to approach their child's class teacher, the SENDCo or the Headteacher to discuss any concerns about their child.

Alternatively, you can contact by telephone: 01332 515718

Mrs Wheatley is available at the end of the school day and has a dedicated day each week to focus on SEND provision in school.

Question 2

What are the different types of support available for children with SEND in our school?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like having additional resources or apparatus to support their learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention programmes which may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA)

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as **STePS** (Specialist Teachers and Educational Psychology Services), which includes sensory support services such as, hearing or visual impairment specialist teachers, ASD specialist teachers and physical impairment specialist teachers.
- Health services such as, Occupational Therapists or physiotherapists and Speech and Language Therapists.

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school where possible.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support within our mainstream setting.

c) Specified Individual support

This type of support is available for children whose learning needs are more complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through **Quality First Teaching** and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in

the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.
- Where ever possible we endeavour to meet the needs of all children within our setting. We understand that some children may need a more specialised placement.

Supporting children and young people who are looked after and have special educational needs

- In addition to the above, meetings are held for children who are looked after by the local authority and a Personal Education Plan (PEP) is completed.
- These meetings are attended by all agencies involved with the child to discuss Personal Learning Plans, and to look closely at the provision, progress and well-being of the child. Their views are a vital part of the process. These meetings take place termly and a plan of action is produced alongside a provision map. The meeting contents, agreed actions, targets and voice of the child are shared with all agencies.

A GOOD PEP

- Celebrates what the child has achieved and everyone's high aspirations for their future.
- Shows we have understood their abilities and needs.
- Makes sure we are committed to providing support and challenge to achieve the best outcomes.
- Sets SMART targets (*Specific, Measureable, Achievable, Realistic and Time Related*) for the next steps.
- Makes sure the child's and their carer's voices are heard.

Question 3

How can I let the school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the SENDCo.
- The school SEN Governor can also be contacted for support.

Question 4

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Question 5

How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Derby City LA, includes money for supporting children with SEND.
 - The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
 - The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children who currently receive additional support
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed
 - the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development

The needs of pupils are identified on a school provision map which for SEND pupils identifies all resources, training & support.

Question 6

Who are the other people providing services to children with SEND in our school?

School provision

- Class Teachers working with individual children or small groups
- Teaching Assistants working with either individual children or small groups.
- SENDCo
- Mid-day Supervisors offering support for children with emotional and social development needs on the playground
- Volunteers and parent helpers work with small groups to support reading

Local Authority Provision delivered in school

- **STePS** (Specialist Teachers and Educational Psychology Services)
- ASD Specialist & Advisory Teacher - FS/KS1 (Julie Fearn)
- ASD Specialist & Advisory Teacher - Key Stage 2 (Caroline Wheeler)
- Educational Psychology Service (James Bane)
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy) Natasha Wimbledon
- LAC (Looked After Children)
- Family Intervention Worker to support families

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy - Lighthouse Team
- Physiotherapy - Lighthouse Team
- Community Paediatrician (Dr. Mehta)
- CAMHs (Child and Adult Mental Health)

Question 7

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENDCO role is to support the class teacher in planning for children with SEND.

- The SENDCO has worked in a SENDCO role at Griffie Field Primary School for three years, but has four years previous experience at another school in Derby City. The SENDCO has also been a Lead SENDCO in the past, supporting other SENDCOs, as well as delivering training within schools linked to PRO-ACTIVE Behaviour Management and using PIVATs.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues and keeping up-to-date with current procedures and provision.

Training over the past three years linked to SEND

• Understanding the new Code of Practice - all staff
• Boxall Profile Assessment Training - Supporting children with social and emotional difficulties - SENDCO external training - all staff internal training
• Using Sociograms - SENDCO followed by all staff
• Foetal Alcohol Syndrome - SENDCO and 1 teaching assistant external training
• Interpreting Educational Psychology reports - memory and processing skills - all staff
• Understanding children with brain injuries - all staff
• Speech and language difficulties - signs and symbols training - all staff
• Using Makaton - 2 teaching assistants
• ASD Basic Training - several members of staff
• Plus Autism Specialist Teacher - termly visits to develop skills further
• ASD Champions Training (2 identified members of staff and one teaching assistant) On-going training
• Reading Coaching and running records for individualised reading programmes - all staff
• Read it, Write it - Dyslexia Prevention Programme - all teaching assistants and 2 teaching staff
• Toe-By-Toe (dyslexia prevention programme 1:1)
• Manual Handling Training - 5 teaching assistant
• Supporting disabled children in the pool - 3 teaching assistants
• Using Social Stories - all staff
• Understanding epilepsy and the effects of medication - 2 teaching assistants
• Sensory training to support ASD/sight impaired child - 2 teaching assistants
• Plus termly visits/training with a sight impaired specialist teacher and ASD specialist teacher
• Speech and Language Programmes specifically up-dated alongside the Speech and Language Therapist on a regular basis - direct training as needed linked to individual children
• Delivering physiotherapy - direct training as needed linked to individual children
• PIVATS Training - all staff
• Physical Literacy Training - 1 teaching assistant
• Whole-school Approach to SEND - all staff
Safe Guarding
• Supporting Parents with Mental Health - SENDCO training
• Neglect - SENDCO training
• MARRA Training - SENDCO training

- Individual teachers and support staff attend training courses run by outside agencies that are relevant

to the needs of specific children in the class they are working in e.g. from the **STePS** Team or the Local Authority.

- TAs receive a range of training as part of their on-going CPD and to respond to the needs of the individual children they are working
- Many members of staff have experience and basic training in supporting children with Autism and General and Specific Learning Difficulties
- Other TAs are specifically trained to work with individuals who have physical impairment or severe learning difficulties and require manual handling and as such, have received very specific training from specialist teachers and outside agencies.

Question 8

How will the teaching be adapted for my child with SEND and how will they be involved in this process?

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using P Scales for children working below year group expectations) and will ensure that your child's needs are met where ever possible within our mainstream setting.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed, including that for P Scales and for specific intervention programmes, in order to meet your child's learning needs.
- Your child's views are sought when and where appropriate. Personal Learning Plans are shared with children at an age-appropriate time and children are asked to record what they think. Children are invited to meetings where appropriate, and their views are actively sought through questionnaires, discussions and being present at meetings,
- Children who have an EHCP complete an informal questionnaire during the review process and are invited to the meeting to share their feelings, aspirations, likes, dislikes, favourite subjects etc.

Question 9

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the Senior Leadership Team every term in English, Maths and Science, through Pupil Progress meetings.
- If your child is working below their Year Group Expectations, a more sensitive assessment tool can be used called P Scales, which shows children's attainment in more detail - breaking learning down into smaller steps. A further assessment tool called PIVATS breaks P Scales down even further if your child is making very small steps in learning.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have a Personal Learning Plan (PLP) based on targets agreed by teachers, parents, the SENDCo and/ or external agencies which is specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an Education Health Care Plan (EHCP) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in via the use of provision maps and PLPs.
- Regular book scrutiny and lesson observations are carried out by members of the Senior Leadership Team and Subject Co-ordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high.

- For all children with an Education, Health and Care Plan, an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.

Question 10

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Additional support plans will be reviewed with your involvement at least termly.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Derby SEND Information Advice and Support Service (SENDIASS) is available to give further impartial advice and support should you need it. Their website address is:
<http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendiaass/>

VIEW THE WEBSITE

Email: SENDIASS@derby.gov.uk

Post address: Derby SENDIASS, The Council House,
Corporation Street, Derby, DE1 2FS

Phone: 01332 641414 or text 07800005190

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Question 11

How is Griffie Field Primary School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on one level with easy access and double doors where appropriate.
- We have slopes in the outdoors in order for all children to access all areas.
- We have two disabled toilets, one with a hoist and one with a shower area and changing facility.
- We also have a mobile hoist.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Simple adaptations have been made for specific needs e.g. organisation of classroom furniture for wheelchair uses, specific seating arrangements for children who are hearing impaired or sight impaired.
- We have the support of the Physical Impairment Advisory Teachers via **STePS** and the Occupational and Physiotherapy Team should we require any specialised equipment e.g. sloping boards, tables, adapted chairs etc.

VIEW THE [ACCESS PLAN AND EQUALITY DUTIES](#)

Question 12

How will we support your child when they are joining the school? Leaving the school? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-schools with the class teacher or Foundation Stage Leader
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school
- Your child will be able to visit our school and spend a day or half day, depending on your child's needs
- Parents will be invited to attend an information meeting when starting in our Foundation Stage
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school depending on your child's needs.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Your child's new SENDCo is very welcome to visit the school and observe and meet your child in school prior to moving on
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Transition meetings take place every year and teacher's exchange information and records.
- All children take part in a transition activity and the children in Key Stage 1 and the Foundation Stage have additional opportunities to visit the next year group as part of a theme week to support transition.
- Your child may be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- Transition meetings take place between Secondary and Year 6 class teachers every year
- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school at which time all of your child's records will be transferred to the SENDCo.
- Your child will participate in focused learning relating to aspects of transition and change linked to PSHE lessons, to support their understanding of the changes ahead.
- Your child will visit their new school and if needed additional sessions can be arranged as part of a transition.
- In some cases staff from the new school will visit your child in this school.

Question 13

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

- We are an anti-bullying school and take part in theme weeks throughout the school
- All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

'Boxall Profile Assessment Tool' plus 'Beyond the Boxall Profile' for planning interventions

- Additional 'Talk Time'
- Mentoring sessions on a 1:1 - social, emotional and developing strategies/skills
- Small group social and emotional skills sessions based on individual's or group's needs
- Social stories
- Additional visual and verbal support timetables
- Workstations
- Visual support using PECs (Communication in Print)
- Circle of Friends if needed
- Lunch time and after school clubs
- Playtime and lunchtime support is put in place if needed
- Worry Bag activities and anxiety scaling activities

If your child still needs extra support, with your permission the SENDCO will access further support from CAMHS or through the Community Paediatrician, Educational Psychologist or School Health Team (school nurse).

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors.

This is a useful fact sheet, which explains in greater detail:

<http://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/education/What%20if%20I%20do%20not%20agree.pdf>

[VIEW THE WEBSITE](#)

A copy of the school's Complaints Procedure is available on request from the school.

[There is further support and advice for parents on the Derby City Website](#)

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