



## **Austhorpe Primary School – Our Local Offer for Special Educational Needs and Disabilities**

Welcome to our Local Offer. As the Special Educational Needs Coordinator (SENCO), I am proud to share how we support every child to thrive and shine at Austhorpe Primary School. Inclusion is at the heart of everything we do, and we are committed to nurturing a warm, safe, and supportive environment where all children, regardless of their needs, are valued and celebrated.

Our 'Local Offer' for Special Educational Needs and Disability Meeting the needs of children with Special Educational Needs and/or disabilities At Austhorpe Primary School we believe that inclusive education is a human right, and it is beneficial to the child's social, emotional and intellectual development. We are an inclusive school and strive to meet the needs of all our children, including those with SEN or a disability, by ensuring that they have full access to all aspects of school life in order to achieve their full potential.

Our school is committed to safeguarding and promoting the wellbeing of all children, and we expect our staff and volunteers to share this commitment.

Austhorpe Primary School is 'a place to shine' for all of our pupils:

S uccess

H appy and Healthy

I nclusion

N urturing

E nrichment

Listed below are a number of 'frequently asked questions' which may help you to understand how we identify and support children with special educational needs:

- **What do I do if I think my child may have special educational needs?**
- **How will school support my child?**
- **How will the curriculum be matched to my child's needs?**
- **How will I know how well my child is doing and how will you help me support my child's learning?**
- **What support will there be for my child's overall well-being and social, emotional and behavioural development?**



- **What specialist services and expertise are available or accessed by school? • What training do staff supporting children with Special Educational Needs or a Disability have?**
- **How will my child be included in activities outside the classroom?**
- **How accessible is school?**
- **How will school help my child on transfer to the next phase of education?**
- **How are the school's resources/funding allocated and matched to children's needs?**
- **How are the parents involved in the school and how can I be involved?**
- **Who can I contact for further information?**

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

Arrange an appointment to speak with your child's class teacher or the Special Educational Needs coordinator (SENCO) to discuss any concerns about your child. The Special Educational Needs coordinator is Mrs Imogen Griffith (0113 2640450). Following a discussion about your child a course of action will be decided; this may include an observation by the SENCO, involve support within school or possibly involvement from an outside agency to ascertain any difficulties and what strategies maybe implemented to address these issues. The SENCO will support any access needed to outside agencies.

### **How will school support my child?**

Your child's class teacher will plan and organise learning activities that meet the needs of your child through differentiation and the graduated approach. They may need to write a programme for your child called an Individual Provision Map (IPM), which will be overseen by the SENCO. This plan will identify your child's learning objectives, success criteria, strategies and individual support. The class teacher and SENCO will discuss the plan with you at Parents Evening, or at another date agreed, and you will be provided with a copy so you can support them at home. The plan will be reviewed at least termly, if not before, depending on the objectives, and progress made will be recorded in the review session attended by the SENCO and class teacher. A new plan will then be written to follow. Progress is closely monitored by the senior leadership team and interventions are put into place for children who may not meet age related expectations.

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



As per the graduated approach, all class teachers deliver adaptive teaching and differentiate the curriculum according to the needs of the children in their class. Children may work in mixed ability groups, pairs or with an additional adult (learning support assistant or teacher). If your child has an IPM this will detail any special arrangements. Additional resources may be provided for support and some adapted resources may need to be accessed through outside agencies. Some children may also be withdrawn from class to participate in special intervention programmes devised by the class teacher. We strive to include all children, no matter what their additional needs are, but if the differentiated activity is still not accessible, children will be supported by an additional adult to work on their IPM targets instead and have a different assessment criteria eg stages not ages or b-squared.

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

Termly Parents Meetings and the end of year report currently provide opportunities for you to discuss your child's educational needs. You can also book an appointment with the class teacher who will discuss any concerns and progress your child has made against their IPM and next steps. This way school and home can work together to assist your child effectively. Also, if you make an appointment, the SENCO is available to talk with you about your child's targets and progress. As part of 'The Temple Newsam Learning Partnership Cooperative Trust', we can also signpost you to a team of workers which work closely with parents and families of children. Training courses are available for parents to attend. Details of these courses can be obtained from the Learning Mentor Jill Fraser.

### **What support will there be for my child's overall well-being and social, emotional and behavioural development?**

In school we have a Learning Mentor who provides support to children experiencing social, emotional and behavioural difficulties. These barriers may include problems with friendships, emotional difficulties and bereavement. Additional support can also be provided for families regarding attendance and parenting strategies. Occasionally, when families are experiencing difficulties and many agencies are involved, it may be necessary to carry out an Early Help Plan in order to provide a multi-agency approach which will form a stronger network to support the family.

Each class has a designated TA to provide SEMH and well being checks- to support the needs of our children. These sessions are available to all children and class teachers, TAs and the SENCO work together to refer children who would benefit from the additional support.



Regarding safeguarding and child protection, Miss Amanda Lightfoot, Mr John Ware and Mrs Jill Fraser are designated adults in charge of child protection. In some instances, families may be referred to Social Care for their own safety and protection.

As part of the Temple Newsam Learning Partnership we can access a range of professionals to help with our children's needs. For example, Educational Psychologists, Parent Support Workers and Emotional Health and Well-being Workers. There are a number of school policies in place which support the well-being of children at Austhorpe. They include: SEN, Inclusion, Behaviour, Anti-Bullying, Teaching and Learning, Safeguarding and Health and Safety. These can all be accessed through our website: [www.austhorpeprimary.org](http://www.austhorpeprimary.org).

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

We have many outside agencies that the SENCO, Learning Mentor and school staff are able to access in order to provide support to our children and families.

Through the Temple Newsam Learning Partnership we can access Parent Support Workers, Behaviour Support Workers, Educational Psychologists, Cluster Inclusion Workers, Emotional Health and Well-being Workers and a Child and Adult Mental Health Worker (CAMHS). For more information visit their website: [www.tnlp.co.uk](http://www.tnlp.co.uk).

The Complex Needs Service can be accessed by the SENCO to provide support for children with a range of difficulties including: learning, emotional, social and behavioural, medical, physical and complex needs.

If a child has speech and language difficulties the Speech and Language Therapy Service can be accessed. We have a dedicated Speech and Language Therapist who works on programmes weekly with children who have a specific plan. The toolkit for resources for

Speech and Language can be found on the Speech and Language website [www.leedscommunityhealthcare.nhs.uk](http://www.leedscommunityhealthcare.nhs.uk).

As a parent or carer you will also be provided with a copy of your child's IPM in order for you to support them at home as well as in school.

We also have access to a number of other specialist services, including: Visually Impaired Team, Deaf and Hearing Impaired Team and STARS (Specialist Teachers Autism Response Service).

### **What training do staff supporting children with Special Educational Needs or a Disability have?**

The SENCO, who is also a qualified teacher, is working towards the 'NPQSEN', delivered by UCL. The Temple Newsam Learning Partnership and Red Kite network host termly meetings for SENCOs to share best practice and stay up to date with changes. Additional



training for Class Teachers and Learning Support Assistants can also be accessed through Leeds for Learning.

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

Children at Austhorpe are included in all aspects of school life. This includes accessing educational visits, residentials and after school clubs. If specialist provision was required, the SENCO would liaise with the Parents or Carers and the Class Teacher to plan what was needed and wherever possible ensure that the child with additional needs was able to access what is available.

### **How accessible is the school?**

The majority of the school is accessible on one level; however two of our classrooms are upstairs. When accommodating children with physical difficulties classes can be moved around to ensure fair access for all. The local authority representative and parents will also be invited to look round and check the accessibility of the building. The school works effectively with relevant professionals (eg. Visually Impaired Team) to enable children with specific needs to attend our school, ensuring appropriate access internally and externally. There is also a designated disabled car parking space, a disabled toilet on the ground level and appropriate access ramps to the front office and leading out to the quad area from the reception class.

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

At Austhorpe we have excellent links with our feeder secondary schools and the Year 6 teacher works with them to plan effective transition for the Year 6 children. The Learning Mentor will also organise additional transition meetings for those children who are considered vulnerable or have SEN or a disability. The child and family will be involved with this extra process. The SENCO collates all the SEN records for Year 6 children who are leaving and passes this information on to the secondary school for the Autumn Term.

### **How are the school's resources/funding allocated and matched to children's needs?**

We aim to ensure that all children's needs are met in school and the budget is used effectively to enable us to achieve this aim. Our school receives a notional inclusion budget that is spent on providing extra adult support in the classroom where appropriate and additional resources dependent on the specific needs of the children. The Senior Leadership Team and SENCO will decide on the most appropriate type of support for individual children. Children with EHCPs will receive an additional funding top up.

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



The school has an open door policy and we welcome parental involvement. Parents and Carers are informed regularly about learning and events through half termly newsletters, twice yearly parents evenings, open mornings, text messaging and Dojo. Parents and carers are also invited to termly SEN coffee mornings and open events, such as mindmate mornings. If parents wish to, they can take an active role as a Governor on our Governing Body when places become available.

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

If you are considering applying for a place, please contact the school office (0113 2640450). If you would like to discuss something about your child, please contact Mrs Imogen Griffith (SENCO), Jill Fraser (Learning Mentor) or the school office (0113 2640450) to arrange an appointment. If you would like more information about support services, either contact the SENCO, Learning Mentor or visit the Temple Newsam Learning Partnership website [www.tnlp.co.uk](http://www.tnlp.co.uk). If you would like information about the Leeds Local Offer visit [www.leeds.gov.uk/localoffer](http://www.leeds.gov.uk/localoffer).