



Salisbury Primary School's Local Offer for children with Special Educational Needs and / or Disabilities

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available *on the Newham Website* and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for Salisbury Primary School. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually

The following information outlines the support and provision pupils with SEN can expect at Salisbury Primary School.

At Salisbury Primary School we will effectively build a calm, caring, stimulating, organised learning environment that promotes, inspires and celebrates the cultural diversity reflected in our school community.

We aim to accomplish this by:

- Encouraging children, staff and parents to draw upon their life experiences and thereby sharing these with others.
- Providing a progressive and socially inclusive school within the community.
- Planning a broad and balanced curriculum that reflects changes in education and society and meets the individual needs of our children.
- To promote high self-esteem, respect and teamwork through effective partnerships.
- To equip children to reach their maximum potential by encouraging self-motivation and self-progression.
- Fostering an ethos that reflects a happy, friendly and positive learning environment for all pupils, staff and parents.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs

The Salisbury Primary School Offer

Universal Offer:

All Pupils Will Access:

- *High quality teaching and learning*
- *A differentiated curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Assessment for learning*
- *Personalised target setting*
- *After school clubs and educational visits*

Additional Support Offer:

Some pupils with additional SEN will access:

- *Targeted interventions and support matched to need*
- *Individualised target setting*
- *Personalised progress tracking and assessment of need*
- *Access to flexible working groups*
- *Access to additional adult support for specific tasks*

Specified Individual Support Offer:

A few pupils with Complex or Significant needs will access:

- *A personalised timetable*
- *Access to evidence based specialist programmes*
- *Access to specialist services and therapists*
- *High levels of adult support and small group working*
- *Education and Health Care Plans (EHCP) where appropriate*



We are kind, polite and respect each other

We listen well and follow instructions

We walk safely and quietly around school

We respect our property and the property of others

We try our best

Special Educational Needs

1. School Ethos for SEND

Salisbury Primary School is inclusive and aims to meet the needs of every pupil. We recognise the importance of quality teaching and that some pupils will, at some stage, require a more personalised approach to enable them to meet their potential. We want our school to be a safe, secure and happy environment where children feel valued and are able to access a balanced, relevant and stimulating curriculum.

We value our relationship with other local schools and work together to provide the best possible outcomes for the children and young people in that partnership. We will work within the requirements of the latest SEN Code of Practice.

How parents/carers can find out about our ethos.

- *Visit our school*
- *Meet our SENCO (Special Educational Needs Coordinator) and or Inclusion Leader*
- *Look at our website*
- *Read our policy documents and other important documents (on our website).*

2. Partnership Ethos with the school

We believe that home and school should work together in partnership to provide the best possible outcomes for each child. Parents and carers are encouraged to take an active involvement in school life; for example, supporting home learning, attending meetings, coffee mornings and helping out with events and activities. We ask parents and carers to share relevant information from home with us and we aim to provide information about each child that is helpful and clear. This will include regular progress reports, access to support from other professionals e.g. School Nurse, Family Support Worker and information relating to individual plans.

How parents and carers can find out about our partnerships.

- *Visit our school*
- *Talk to SENCO or Inclusion Leader*
- *Talk to our Family Support Coordinator*
- *Signposting to additional services e.g. CFCS, Educational Psychologist, Behaviour Support Team, and Health.*

3. Arrangements for consulting with children and young people with SEN.

Where appropriate, we will work with all children to discuss their learning and individual needs. We include them in conversations about their progress, welfare and achievements. We aim to include children with SEND in all areas of school life and listen to their views. We want all of our children, including those with SEND, to feel confident and to have high expectations of themselves so that they can achieve.

How can parents and carers find out about our arrangements for consulting with children.

- *Speak to the SENCO/ Inclusion Leader*
- *Participate in consultations and review meetings.*

4. Arrangements for responding to complaints from parents of pupils with SEND concerning the provision made at the school.

We encourage parents to raise any questions or concerns with us at an early stage, in order that issues can be resolved quickly and informally. We will look to achieve mutual understanding and agreement about all matters relating to an individual pupil.

Should a parent feel that a significant concern has not been sufficiently resolved, they should address the matter in writing to the Head Teacher in the first instance. The school will then follow the Complaints Procedure where necessary.

5. How does the school identify, assess and make provision for children with SEN?

We aim to identify children with SEN using a graduated approach. This will be done using a range of assessments and observations and gathering evidence from teachers, parents, SENCO, support staff and other relevant professionals. Where a pupil is identified as having additional needs or is attaining significantly below age appropriate expectations then further support will be put in place and recorded on an individualised plan. The plan will be monitored and reviewed on a regular basis, involving parents and children. Salisbury offers a range of additional interventions to support SEN children's learning and development. This could be done through focused group work, specific programs, and one to one support during or after school hours or therapeutic support. Other professionals may be involved where appropriate.

How can parents find out how we identify, assess and make provision for children with SEN?

- *Speak to your child's class teacher*
- *Speak to SENCO or Inclusion Leader*
- *Attend consultations and review meetings*

Refer to individual plans and arrangements

6. How can the school know if a pupil needs extra help?

At Salisbury Primary School, we know children need extra help if:

- Limited progress is being made (as identified through assessment procedures)
- Concerns are raised by parents or carers, a teacher or the child
- There is a change in the pupil's behaviour or progress

7. How can parents let the school know if they are concerned about their child?

If you have concerns about your child, you should speak to the class teacher in the first instance. If you are not happy that the concerns are being managed, and that your child is still not making progress, you should speak to the SENCO.

8. How does the school support my child?

Every child is unique, with talents, strengths and areas for development. Every child will, at some point, require additional support and guidance to make sense of the learning – that’s what school is all about! At Salisbury Primary School, we support children in many ways, as detailed below.

Universal: Quality First Teaching

Each pupil is entitled to Quality First Teaching as planned by the class teacher. We also call this Wave One teaching. This support is tailored to individual needs within the classroom. It may include additional support by the teacher or Teaching Assistant in class.

High Quality Teaching also involves:

- Having high expectations for your child and other children with the class.
- An approach that builds upon skills and knowledge the child already has to move them forward.
- Using different teaching styles, such as practical learning and outdoor learning.
- Specific strategies suggested by the SENCO and outside agencies.

Small Group Work

Pupils may have access to small group work. This support is available to any child within school. These groups may be run by the Academic or Teaching Assistant. These groups may work on English and Maths skills, or have a focus on developing language for those children whom English is a second language.

Additional Support: Specific Small Group Work – Wave 2 Provision

Specific ‘Wave 2’ groups run for children where we have identified barriers to learning that High Quality Teaching may not be able to meet. These groups are run with support and advice from the SENCO and delivered by Teaching or Academic Assistants. In order for your child to access a specific group, they must be identified on the SEN register by the SENCO.

Specified Individual Support: Specialist Support – Wave 3 Provision

Where children show a particular difficulty or are making limited progress, the school may support your child with a Wave 3 intervention. This intervention is run with support and advice from professional outside agencies and delivered by Teaching Assistants under the guidance of the SENCO. In order for your child to access specialist support, permission must be obtained from parents. The type of the intervention programme is dependent on child’s ability and age. The SENCO is responsible for organising this provision.

Pupils who require a high level of additional support to access learning may receive Higher Level Funding provided by the Local Authority (As identified by the SENCO).

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

Class Teachers plan lessons according to specific needs within their class. Activities are differentiated or adapted to enable children to access the curriculum at their level. Academic and Teaching Assistants can adapt planning and be allocated to work with pupils, either 1:1 or in small groups. Children may have access to specialist equipment and resources to support their access to the curriculum.

Visual timetables will be used especially for children with ASD.

Planned intervention to cover gaps in learning.

10. How will I be involved in discussions about planning for my child's education?

Parents are encouraged to contribute to their child's education, this may be through:

- Informal discussions with the class teacher.
- Parent/Teacher Consultations (where targets are shared and discussed).
- Meetings with the SENCO or other professionals.
- Annual Reviews (for children with High Needs Funding).

11. How will the school help me to support my child at home?

Your child's teacher is available, by appointment, to discuss your child's progress and to share information about what is working well at home and school so similar strategies can be used. The SENCO or Inclusion leader is also available to discuss strategies and offer support during parent consultations or by appointment. The school can also signpost parents to external help (from outside agencies) if this is required.

12. What support is available for my child's overall well-being?

Salisbury Primary School offers a wide variety of pastoral support for all pupils, including those who are encountering emotional, behavioural, social, emotional and mental health difficulties. Children may need pastoral support in the short term or over a longer period as appropriate to their individual needs. We can offer:

- Friendship bench in the playground.
- Behaviour support
- Signposting to relevant agencies.
- Lunchtime clubs (activities for children who find lunchtime a challenge).
- Playtime buddies.

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

Accessed in school:

- Behaviour support

- Speech & Language Development
- Communication and Language development
- Lit & Numeracy skills development
- Behaviour /social emotional development
- Gross & Fine motor Skills development
- Autistic Spectrum Disorder
- Supporting children with Dyspraxia/Dyslexia
- Visual impairment
- Medical needs
- Self-help Needs
- Information Retention difficulty
- Concentration (ADHD and ADD)
- Exceptional Needs

Accessed by the school:

- Educational Psychology Service
- NHS Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- Local Authority Services such as: Specialist Teacher advisors for Autism, Physical Difficulties, Visual impairment, Hearing impairments and Behavioural difficulties

14. How are the staff in school working with children with SEND and what training do they have?

The SENCO supports the class teachers in planning and resourcing for children with SEND. As part of the performance management cycle, every staff member has opportunities to improve practice, teaching and learning of all pupils, including those with SEND. This may include whole school training, individual courses and e-learning opportunities. The SENCO plans training opportunities for support staff and with the whole school and regularly meet for update and advice sessions following outreach support. Training and development is linked with the school development and SEN development plans. Individual staff may also access advice and support from outside agencies who are working with specific children.

15. How does the school know whether pupils are making progress?

At Salisbury Primary School the progress of all children, including those with SEN, will be monitored, assessed and progress tracked regularly (at least termly) by class teachers and senior leaders through Pupil Progress Meetings. Targets will be reviewed and reset. In addition, intervention reports from interventions conducted during and after school hours will be analysed and appropriate action taken. If the school has concerns about the progress of individual pupils, further assessments will be carried out to identify what the barriers are and what could be done to overcome them. Pupils and parents/carers will be consulted by the SENCO, where appropriate. Adjustments to the type of support/level and/or the curriculum will be made where necessary. Any adjustments will be recorded, monitored and evaluated

in consultation with pupils and parents/carers. This consultation may involve other professionals or agencies.

How can parents find out about Salisbury policies for making provision for pupils with SEN, including effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider supports.

- *Speak to your child's class teacher, either informally or through structured conversations (e.g. parent consultations, target setting meetings, review meetings)*
- *Read your child's end of year report*
- *Read Salisbury's latest Ofsted report.*

16. How will my child be included in activities outside of the classroom, including school trips?

At Salisbury Primary School, activities and Educational visits are available to all pupils. Risk assessments are carried out and procedures are put in place to enable all children to participate. If an intensive level of support is required for an individual pupil, we may ask a parent or carer to accompany their child during an activity or alternative provision may be arranged.

17. How will the school prepare and support my child when joining Salisbury Primary School or transferring on to a new class or school?

We recognise that transitions can be difficult for children with SEN and we take steps to ensure that any transition is as smooth as possible. If your child is joining Salisbury Primary School:

- Salisbury school has a clear admissions policy as advocated by the Borough and implemented by our admissions officer.
- Pupils visit the school and are introduced to their class teacher and peers.
- Pupils with SEN are brought to the attention of the inclusion department and information is sought from their previous school and shared with those who teach the pupil.
- Pupils are supported and remain solely with their class teacher for the first few weeks.
- When moving between classes, information is passed between class teachers in advance of joining the new class.
- Pupils are carefully observed and formal assessments conducted, during this period and appropriate steps taken to ensure an accurate and adequate curriculum is provided.

18. Does the school provide access, equipment and facilities to support children and young people with SEN?

The school makes every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided. These resources can be secured through:

- Specialist Teacher Team
- External advisors and professionals

- The school itself

The school is mindful of the need to be accessible to children and adults e.g. disabled toilets, single level dining hall.

How can parents find out about equipment and facilities to support children and young people with SEN?

- Visit the school to view directly the equipment and facilities available to children, including those with SEN

19. How the governing body involves health and social care bodies, L.A. support services and other bodies in meeting the needs of children with SEN.

The governing body's policies in regards SEN, safeguarding and equality and welfare make explicit the duty for the school to make referrals or seek advice/support from the local authority and other outside bodies to meet the needs of children with SEN.

How do parents find out about how the governing body involves health and social care bodies, L.A. support services and other bodies in meeting the needs of children with SEN?

- Read schools policies on the school website
- Read the Local Authority's Local Offer

20. Contact details of support services for parents/carers of pupils with SEN, including those for arrangements in accordance with Clause 32.

The Local Authority publishes its own Local Offer which contains contact details relating to support services available to parents and carers of pupils with SEN in the London Borough of Newham. (Link to LA local offer here).

Examples of support services which can be accessed by parents/carers of pupils with SEN include:

- [Parent Partnership](#)
- [National Children's Bureau](#)

For more information about the SEN provision at our school please follow these links:

- Information about how the school is compliant with its duties under the Equalities Act 2010
- Details of the school's pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated
- Details of the school's policies on behaviour, SEN and disability provision

Here are some of the questions asked by our parents and carers about the SEN provision in our school:

**Could we have more workshops for parents to help with writing?
(Parent of pupil in GF1)**

Is there a chance of extra support for developing more able children's comprehension skills? (Parent of pupil in TF2)

Should there be additional homework for SEN pupils? (Mother and aunt of four Salisbury pupils)

I am a Portuguese speaking mum. Can I get help so I can speak good English? (Parent of pupil in GF4)

Can we have training to be able to support our children in the following areas?

**Maths makes sense workshops
Phonics
Handwriting like you do at school**

Other comments:

'The school has been fantastic in using and creating learning activities that are very appealing to the children and make them to be interested in school and learning.' Ms D.N

'The trips are very exciting and the choices of destinations meet the learning needs of the children. I am amazed at the amount of knowledge being imparted to them'.

Here are some of the questions asked by our children and young people about the SEN provision in our school:



Sustainable Travel
Accredited and Recognised
Sustainable level 2012

