



HEADLEY PARK

PRIMARY SCHOOL

Headley Park Primary School – Local Offer

1. How does the education setting know if children/young people need extra help and what should I do if I think my child/young person may have SEN?

- At Headley Park we do everything possible to support parents/carers and their children. If you have any concerns or questions, please approach us and we will do our best to help you. We may use the following to inform our judgements:
- Teacher Assessments
- Teacher Observations
- Assessments and observations by Senior Leaders, Special Educational Needs Coordinator in school
- Observations by other support agencies
- Information shared by previous settings

2. How will the education support my child?

We will tailor our provision to meet the needs of all our children. This may involve:

- Relevant intervention programmes
- Involvement of a Teaching Assistant to support in or out of class
- Special Educational Needs Coordinator working closely with the teacher and Teaching Assistant to advise and support
- Differentiation; class based work tailored to the needs of individual children
- Following the advice from external specialists, such as an Educational Psychologist

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

Each child's needs will be planned for on an individual basis however we are likely to use the following strategies:

- Small group work.
- 1:1 support, interventions. One adult working with one child on their own. This could be within or outside of the classroom.
- Differentiation; class based work tailored to the needs of individual children (Quality First Teaching)

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

We are keen to work jointly with parents and ensure effective communication. We will do this by:

- Holding regular meetings (at least three times per year if your child is on the SEN register)
- Having an open door policy
- Annual Reviews/Support Plans/EHCP Annual reviews
- Pupil Profiles and Review Meetings
- Parent Evenings

5. What support will there be for my child's overall wellbeing?

At Headley Park we believe in a holistic approach and highly value the overall wellbeing of all our children. We do this by having:

- Jigsaw
- ELSA practitioners
- Philosophy for children
- Learning Mentor support
- School Council with a child representing each class
- Mental Health first aiders

6. What specialist services and expertise are available or accessed by the education setting?

We have access to the following specialist services. Some of these are provided by the Local Authority and NHS, some we buy into school ourselves. Many of the services listed below must be accessed by a referral process:

- Speech and Language Therapist (Talk)
- Play Therapy
- Occupational Therapy/Physiotherapist
- Educational Psychologist
- Visual impairment
- Hearing Team
- Stammer Team
- BAT (Bristol Autistic Team) for those diagnosed with Autistic Spectrum Disorder
- School Nurse
- Specialist nurses e.g. Diabetic, asthma
- CAMHS

7. What training are the staff supporting children and young people with SEND had or having?

We are continually reviewing the training needs of our staff. Current staff have had training in but not limited to:

- Autistic Spectrum Disorder
- Colour Overlays (to support those with dyslexic tendencies or visual stress)
- Talk Boost to support speech and language needs throughout the school
- Individualised Speech and Language interventions.
- First Class Number (a programme to support learning in Maths)
- ELSA, Mental health first Aid
- Physical and occupational therapy
- Theraplay
- Trauma and attachment
- All play workers have had recent first aid training and there are designated first aiders throughout all areas of the school.

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

We will endeavor to ensure that all pupils can safely access activities outside of the classroom by using thorough risk assessments and Care Plans

9. How accessible is the education setting?

The school has been adapted to ensure we meet the needs of disabled pupils and visitors. We have ramps and multiple lifts fitted. If a new pupil were to arrive at the school with

additional needs, a risk assessment and care plan would be considered and adaptations as necessary would be carried out. If required, this would involve the support of outside services to ensure the needs of the pupil were fully met.

10. How will the education setting prepare and support my child to join the setting, transfer to a new setting or the next stage of life?

We work very closely with other settings to ensure a smooth and happy. This usually involves:

- Transition meetings with staff from both settings
- Transition visits to new schools with additional visits for pupils as required

11. How are the education setting's resources allocated and matched to children's special educational needs?

We use a variety of strategies to ensure that resources are allocated appropriately. These include taking into consideration:

- Teachers Assessments
- Strategies required to facilitate the needs/diagnosis of the pupil
- External Assessments and reports from Specialists
- Observations by the SEN Team
- Discussions and input from the child and his/her family

12. How is the decision made about what type and how much support my child will receive?

- We ensure that we consider the opinion of all involved. This will include discussion with parents and the child, discussion with any external agencies and specialists involved with the child plus liaison with the class teacher and School Leadership Team.

13. How are parents involved in the education setting? How can I be involved?

At Headley Park, we encourage parents to become involved with the school. There are many ways that this can happen:

- Volunteering to support school trips, hear readers
- PTFA Parent, Teacher and Friends Association
- Meetings, invited in to discuss ways in which to support their child
- Parent Governor
- Supporting the many extra-curricular activities at the school such as the fayres, book at bedtime, performances etc.

14. Who can I contact for further information?

Please feel free to contact the school for any further information or if you have any questions.

You can ask to speak to any of the following;

- Alex Gingell, Head Teacher/ Deputy Safeguarding Lead
- Mark Inskip Assistant Head teacher, SENCO, EALCO, Pastoral Lead and Designated Safeguarding Lead
- Allison Elson, Assistant SENCO

