



Pool Hayes Primary School  
Local Offer Report September 2017

At Pool Hayes Primary School we are committed to providing the best possible start for all the children in our care. We aim to make all children feel happy, safe, secure and valued. During their time at Pool Hayes Primary School children are stimulated by the creative learning environment and high quality teaching, which aims to build upon children's interests and individual strengths.

We have high expectations of all children in the school and we reflect this in our teaching by removing barriers to learning so that every child can reach their full potential.

Children educated at Pool Hayes Primary School are committed, capable and confident learners. We encourage a positive relationship between parents, home, school and the wider community. The school values the relationships between parents and the community. This relationship enables children in our care to grow into individuals and lead happy and rewarding lives.

We work hard to make sure that all children achieve this by:

- 1) Having a wide and balanced curriculum which is differentiated to meet the individual and personalised needs.
- 2) Making progress according to their individual starting points and learning styles.
- 3) Being assessed using a range of tools, guidelines and other professionals.
- 4) Having equal access to resources, provision and intervention.

#### What is the local offer and how does it affect my child?

At Pool Hayes Primary School the local offer will be updated on a yearly basis and give parents the opportunities and information regarding the services provided in school and in the local area for support. We believe that this will enable parents to make the best decisions about how to support their child both at school and home.

#### How does the school know if my child needs extra help and what should I do if I think my child has Special Educational Needs?

At Pool Hayes Primary school children are identified as having an additional need in a variety of ways. These could include the following:

- Discussions with key people (Teachers, parents and outside agencies at the termly inclusion planning meeting)
- Child Performing below the national expectations
- Concerns raised by teachers and parents
- Liaison with external agencies
- Health diagnosis by a paediatrician

#### How will I raise concerns if I need to?

- Talk to us - First contact your child's class teacher, SENCO or Head teacher.
- We pride ourselves on building positive relationships with parents and the wider community.

### How will school support my child?

The SENCO oversees all support and progress made by children on the SEN register or children requiring any additional support. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that good progress is made in every area. There may be Teaching Assistants who will work with your child, either in a small group or in one to one targeted support. This will depend on which wave of intervention your child is currently receiving. The regularity of these sessions will be explained to parents at the start of the support and this will also outline how parents can support at home.

Pupil progress meetings are held at the end of each term with every teacher to discuss interventions, progress and discuss next steps. This will then feed into a class provision map where every member of staff who works with your children will know how to support them in the classroom. This information will then be directly fed back to parents and their views sought on progress and next steps.

Occasionally, pupils may need extra support in light of progress and discussions with parents, class teacher and children. At Pool Hayes Primary School this may include the Advisory teacher, Educational Psychologist, Speech and Language therapist or School Health. A referral will be only after full consent and communication with parents.

Pool Hayes Primary School work with the following agencies:

- Child Protection Advisors
- Educational Psychologists
- CAMHS (Child and Adolescence mental health services)  
School Health and Nursing services
- Advisory teacher (Rushall Hall Primary School)
- Social Services Support
- Speech and Language services
- Teacher of the Deaf services
- Sports coaches who offer confidence and team building exercises for children on the SEN register.
- All Services will meet at the termly Inclusion planning meeting.

### Who will explain this to me?

The class teacher will meet with parents on a termly basis for individual targets on top of the school's parents evening. Parents will also have regular updates of their child's progress through reading, reading comprehension and maths ages being regularly updated. For further information the SENCO is available to discuss support in more detail.

### How are the governors involved and what are their responsibilities?

The governing body, in co-operation with the headteacher determines the general policy and approach for children with SEN. The governing body must report to parents annually on the

school's SEN policy. The governing body will nominate one governor with responsibility for SEN. The SEN Governor will liaise with the SENCO every half term and report back to the governing body.

#### How will the curriculum be adapted to meet the needs of my child?

When children are identified as having Special Educational Needs at Pool Hayes Primary School, teachers differentiate the work to meet the needs of children whilst at the same time providing challenge. Teaching assistants may also work with children on a one to one or small group basis. We believe that independence is an important skill and through careful guidance and support all children are encouraged to feel confident in all areas of their own work.

All children identified as having a Special Need will have a detailed intervention plan with clear targets to achieve over the term; this is consistently reflected on during a weekly basis by class teachers in their detailed planning. These will be updated during the year on three separate occasions and new targets agreed.

#### How will I know how my child is progressing?

Progress and achievement is closely monitored at Pool Hayes Primary School. We believe that children should be praised and valued for the work they produce, which leads to a greater confidence and self-esteem in their learning. We hold regular parents evening, parent workshops and you can arrange to see your children's class teacher if you have any worries or concerns regarding your child's progress.

#### What support services are their available at Pool Hayes Primary School?

Pool Hayes Primary School offers a wide range of support for children who need extra support for emotional difficulties in school:

- Members of staff, such as class teacher, SENCO and Senior Management team will discuss any issues or concerns with you or your child to find a solution to any problems.
- We have a Parent support advisor in school that is on hand daily to support and advise parents on services in the local community for extra support.
- During play times and lunch times we have peer supporters who are on offer to play and support the younger children in the school.
- Where children have medical needs a detailed care plan will be produced with all key agencies and this will be updated on a termly basis.
- All staff on the care plan will receive relevant training and support.
- All staff have basic first aid training and many have paediatric first aid training.

What training is available in school for staff to best meet the needs of the children in the school?

All members of staff have had a one day course from the SENCO on differentiation in the classroom. The SENCO is completing the award for national SENCO qualification.

A number of different staff have received training in the following areas: Dyslexia, Speech and Language semantics, Teacher of the Deaf training for Staff, Asthma training, Makaton, Lego therapy training.

Accessibility and the school Environment:

During the year we offer a full range of activities and out of school trips. All children are fully included in all areas of the extra curricula through rigorous risk assessments so all children can participate. However there may be times that a child requires one to one support and this will be with a fully trained member of staff.

At School we are fully accessible and have ramps and stair rails across the school environment. For children who have difficulties an accessibility plan is produced in consultation with parents and agencies.

How will transition to Pool Hayes Primary School and from the school be handled?

At Pool Hayes Primary School we believe that transition between each key stage of learning is of vital importance to our children. At each key stage children and parents have parent meetings and children are made aware of their next stage through transition visits. Extra visits are arranged if a child have SEN and we also meet with the different schools to make sure that the correct curriculum and interests are followed for each individual child. Children who have received support on the achievement for all programme will be highlighted to their secondary school and they will be invited to the last structured conversations.

How are SEN Budgets handled within the school?

The SEN budget is allocated each year to the school. This money is allocated based on staff, services and resources for each individual child on an individual needs basis. The decisions regarding funding are made from the health education plans and by the headteacher and senior management team. Where it is identified during the year through pupil progress meetings that children need extra support the school will change provision according to the needs of the children at the current time.