

**Elm Park Primary School**  
*Inspiring Learners, Enriching lives, Achieving together*



**LOCAL OFFER**  
**2021-22**

**School context**

- Elm Park Primary School is a larger than average sized primary school, which serves Winterbourne and the surrounding area. There are 195 pupils on roll.
- The number of pupils with SEND (Special Educational Needs & Disability) is below national average.
- The school is committed to mainstream integration for all pupils.

**How does the school know if a child has SEND or requires extra help?**

At Elm Park children are identified as having SEND through a variety of ways including:

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher
- Liaison with external agencies (Speech Therapist, Occupational Therapist etc)
- Health diagnosis through paediatrician

**What should I do if I think my child has Special Educational Needs?**

- Talk to us – contact your child’s class teacher, SENCO (Special Educational Needs Coordinator) or Head teacher
- We aim to build positive relationships with parents. We are open and honest with parents and hope that they will do the same with us.

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

**Who will oversee, plan and work with my child and how often?**

- Our SENCO oversees all support, and tracks the progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEN/D in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher. The purpose and regularity of these sessions will be explained to parents when the support starts.

**Who will explain this to me?**

- The class teacher will meet with parents at least twice a year (this could be as part of Parent’s evening) to discuss your child’s needs, support and progress.
- For further information the SENCO is available to discuss support in more detail.

**How are Governors involved, and what are their responsibilities?**

- The Assessment Leader reports to the Governors regularly, to inform them about the progress of children with SEN/D; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN/D and meets regularly with the SENCO. They also report to the Full Governing Body to keep all informed.

- The Governors agree priorities for spending, with the overall aim that all children receive the support they need in order to make progress.

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

- Work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class; however on occasions this will be differentiated individually.

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

- We offer an open-door policy; you are welcome to make an appointment to meet with either the class teacher in the first instance and, if required, the SENCO to discuss your child's progress. We can offer advice and practical strategies for helping your child at home.
- We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. This could involve phone-calls, home/school books or face-to-face meetings.
- If your child is on the SEND register, they may have a Pupil passport which will have individualised targets. These targets are discussed at least 3 times a year, and parents are given a copy of the pupil passport. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled).
- If your child has complex SEND, or a Statement of SEND (by September 2017 this will change to an Education, Health and Care plan), an annual formal meeting will take place to discuss your child's progress and a report will be written.
- As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher assesses each child continually, and notes areas where they are improving, and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including Age Related Expectations.
- Children who are not making expected progress are picked up through Pupil Progress Meetings with the class teacher, SENCO and Senior Leadership Team. In these meetings a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's pupil passport is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

#### **What support will there be for my child's overall wellbeing?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this is always a parent's first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

#### **How does the school manage the administration of medicines?**

- The school has a clear policy regarding the administration and managing of medicines on the school site.

#### **How does the school support behaviour and attendance?**

- As a school we have a positive approach to all types of behaviour, with a clear policy and reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties a Behaviour Support Plan (BSP) may be drawn up to identify the specific issues, relevant support put in place, and targets set for improvement.

The school may also purchase support and advice from the local authority Behaviour Support Team.

- After any behaviour incident we expect the child to reflect on their behaviour with an adult; we call this a 'debrief'. This helps to identify why the incident happened, and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored by the Head Teacher and the Education Welfare Officer. Lateness and absence are recorded, monitored and followed up. Good attendance is encouraged and rewarded throughout the school for individuals.

#### **How will my child be able to contribute their views?**

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
- Children who have Pupil Passports discuss and set their targets with their parent and class teacher.

#### **What specialist services are available to the school?**

External agencies include:

- Behaviour Support Team
- Inclusion Support Team
- Educational Psychology
- Occupational Therapy
- Speech and language Therapy
- CAMHs (Child & Adolescent Mental Health)
- Supportive Parents
- School Nurse
- GPs
- Community Paediatrician
- Social Services
- Parent Support Advisor

#### **What training have staff had / are staff having?**

- Lego Therapy
- Talk Boost
- Zones of regulation
- Dyslexia-friendly classrooms
- Nurture Group training
- Autism training
- Speech and Language programmes
- Family support
- Terminal illness and bereavement
- Effective listening
- Pyramid transition
- Pyramid for parents
- Learning mentor
- Delivering reading, phonics and maths support programmes
- Supporting children with anxiety
- Positive behaviour management

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

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. On the rare occasion that it is considered unsafe for a

child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

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

- The school site is wheelchair accessible with two disabled toilets, one of which has a shower, and is large enough to accommodate changing table.
- The school is all on one level with ramps at specified fire exits where needed
- Also see schools accessibility policy in the policies section of the website.

#### **How will the school prepare and support my child when joining and transferring from the school?**

- We encourage all new children to visit the school prior to starting. All new Reception children are allocated a 'buddy' from the Year 6 class.
- We liaise closely with pre-school settings, visiting these (wherever possible) before children start school.
- When pre-school children are identified with SEN/D, transition meetings are arranged with the parents, pre-school SENCO, key worker or Early Years Area SENCO.
- All children with SEN/D are encouraged to visit Elm Park on several occasions to assist with a smooth transition. We also aim to visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our main 'feeder' secondary school, Winterbourne International Academy, there is a programme specifically tailored to aid transition for pupils with SEND, or the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Link to school admissions policy:

[http://edocs.southglos.gov.uk/download/admissiontoprimarieschoolsinsouthgloucestershire\\_261.pdf](http://edocs.southglos.gov.uk/download/admissiontoprimarieschoolsinsouthgloucestershire_261.pdf)

For children who have an ECHP see page 15 of this link.

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

- The first point of contact is your child's class teacher.
- You could also arrange to meet Mrs Michelle Keeping, our SENCO
- Look at the SEN policy on our website: [www.elmparkprimary.org.uk](http://www.elmparkprimary.org.uk)
- Contact Supportive Parents – [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)
- Contact IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk/](http://www.ipsea.org.uk/)

#### **Who should I contact if I am considering Elm Park Primary for my child?**

- Please contact the school office ([elmparkprimary.school@southglos.gov.uk](mailto:elmparkprimary.school@southglos.gov.uk) 01454 866750) to arrange to meet Mrs Bond (Head Teacher and SENCO). We will be happy to discuss with you how we can meet your child's needs.