

Local Offer

Upper Beeding Primary School



What is the Local Offer?

From September 2014 every local authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND); and also services outside of the area which they expect children and young people from their area will use. This will be known as the “Local Offer”.

The Local Offer will put all the information about education, health and care services, leisure and support groups in one place.

What will it do?

The West Sussex framework will allow the Local Offer to provide parents/carers with information about how to access services in their area and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools will support them and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools and trialled them with a small number of settings.

There are 14 questions, devised in consultation with [parents/carers and other agencies, which reflect their concerns and interests. These will be answered by schools to provide information to parents and carers to enable them to make decision about how to best support their child’s needs.

Below are UBPS responses to these questions.

<p>How does Upper Beeding school know if children need extra help and what should a parent/carer do if they think their child may have special educational needs?</p>	<p>The school will know this because we:</p> <ul style="list-style-type: none"> • <i>Monitor children’s progress, tracking their attainment and progress.</i> • <i>Teacher/Teaching assistants may raise concerns concerning progress, behaviour or physical difficulties</i> • <i>Concerns may be raised by a Parent/Carer, or be passed on to us by Preschool settings</i> • <i>May receive external agency reports – medical, emotional, behavioral, SAL, Social Communication (Early Years PARM)</i> <p>What should I do if I think my child may have special educational needs?</p> <ul style="list-style-type: none"> • The class teacher is the initial point of contact for responding to parental concerns • Or contact Dr Gwilliam who is the school’s Special Educational Needs Co-ordinator (SENCo)
<p>How will Early Years staff support a child with SEND?</p>	<p>Children experiencing difficulties will access support in the following ways:</p> <ul style="list-style-type: none"> • <i>Direct intervention work based on External Agency recommendation/ EYPARM or SENCo advice / First Team guidance.</i> • <i>Small group differentiation</i> • <i>Focused activities e.g. handskills within the EY unit</i> • <i>Counselling for emotional needs available</i>

	<ul style="list-style-type: none"> • <i>Liaison with EY provider and parents regarding existing difficulties on entry.</i>
<p>How will the curriculum at Upper Beeding School be matched to a child's needs?</p>	<p>All of our children receive a broad, balanced and creatively taught curriculum; this is suited to the needs of each child in a variety of ways:</p> <ul style="list-style-type: none"> • <i>Whole class teaching strategies e.g. Visual supports, multi-sensory strategies</i> • <i>Differentiated tasks</i> • <i>Adapted tasks e.g. accessing IT, specialist equipment such as writing slopes</i> • <i>Adult support, either from the teacher or Teaching assistant on a small group or individual basis according to need</i> • <i>Peer support, including paired or group work</i> • <i>1:1 teaching to reinforce or pre-learn vocabulary/ concepts</i>
<p>How will both school and parents/carers know how the child is doing and how will school help parents/carers to support their child's learning?</p>	<p>We highly value the school/home relationship and the huge benefits it has for a child's happiness and progress. We operate an 'open door' approach and parents are encouraged to liaise regularly with their child's teacher. Our arrangements for contact are:</p> <ul style="list-style-type: none"> • <i>Parent / Teacher consultations both formal (termly) and informal day-to-day discussion; home/school contact book if required, reading records.</i> • <i>Reviewed IEP's shared with Parents/Carers and new targets discussed termly</i> • <i>Annual Reports</i> • <i>Meetings with SENCo on request</i> • <i>Annual Review (Children with Statements of Educational Need/ Education Health and Care Plans)</i> <p>How will you help me to support my child's learning?:</p> <ul style="list-style-type: none"> • <i>Class teacher suggest ways to support your child at home</i> • <i>All outside agency suggestions will be shared with you</i>
<p>What support will there be for the overall wellbeing of a child with SEND in Upper Beeding school?</p>	<p>The nurture of our children is key to our school's ethos and we offer a wide variety of pastoral support; as part of this the children can access:</p> <ul style="list-style-type: none"> • <i>Self-esteem work in small groups or 1:1 as appropriate</i> • <i>School Counsellor / play therapist on request from parent/carer or school</i> • <i>Teaching Assistant/HLTA in each class providing emotional support as trusted adult</i> • <i>Lunchtime clubs</i> • <i>Working With Others (WWO) activities used throughout school to develop positive pupil relationships</i> <p>Pupils with Medical Needs:</p> <ul style="list-style-type: none"> • <i>A detailed Care Plan is compiled with support from the School nurse in consultation with Parents/carers</i> • <i>All staff have annual epi pen training</i> • <i>Most staff have basic first aid training and a qualified first aider is accessible throughout the day</i>
<p>What specialist services and expertise are available at or accessed by Upper Beeding school?</p>	<p>Schools in West Sussex have access to a range of specialist services to support provision for children in Primary schools. We can also access many services from the National health service, usually via the Child Development Centre in Worthing:</p> <ul style="list-style-type: none"> • <i>Speech and Language Therapy</i> • <i>Educational Psychologist</i> • <i>Medical service referral e.g. Occupational Therapy, Physiotherapy, Sensory Support for Hearing or Visual disability</i> • <i>Inclusion Support Advisory Teachers for Social Communication, learning or Behavioral needs</i>

	<ul style="list-style-type: none"> • <i>Family Link Worker referral</i> • <i>Specialist support from the Ethnic Minority Achievement Team and Traveler Education</i> • <i>Virtual School for Looked After Children</i> • <i>Education Welfare Officer</i> • <i>Counselling service available to all children</i> • <i>Child and Adolescent Mental Health Service</i> • <i>Integrated Services including Common Assessment Framework</i> • <i>Social Services referral</i> • <i>Integrated Support Team</i> • <i>Winston's Wish (Bereavement support)</i> • <i>THINK Family</i> • <i>School Nurse</i>
<p>What training have the staff supporting children with SEND had; or are having?</p>	<p>Continuing Professional Development is prioritised according to the needs of our children, particularly those with SEND:</p> <ul style="list-style-type: none"> • <i>Training has been accessed regarding individual programmes for Occupational Therapy (OT), Speech and Language (SAL)</i> • <i>TA's and SENCo have received training in supporting children with fine and/or gross motor difficulties (Jump Ahead), ASD (Social Stories/Comic strip conversations)</i> • <i>Whole School Safeguarding</i> • <i>Team Teach training and guidance</i> • <i>SENCo has attended EarlyBird Plus with parents of child with ASC</i> • <i>SENCo has gained the qualification "National Award for Special Education Needs Co-ordinator" and is also Dyslexia qualified</i>
<p>How will the child be included in activities outside of the classroom including school trips?</p>	<p>In order to prioritise inclusion we:</p> <ul style="list-style-type: none"> • <i>Carry out risk assessments and put in place procedures to enable all children to participate</i> • <i>Provide extra staffing as required or ask the parent/carer to accompany</i> • <i>Do preparation work for children with social communication difficulties/behavioural</i> • <i>Encourage parental involvement/attendance as appropriate</i>
<p>How accessible is the Upper Beeding school environment?</p>	<p>As a school we are happy to discuss individual access requirements. Facilities we have include:</p> <ul style="list-style-type: none"> • <i>Ramps into school buildings</i> • <i>Single story buildings</i> • <i>Disability toilets</i> • <i>Wide door access</i> <p>We have an accessibility plan.</p>
<p>How will the school prepare and support children with SEND joining Upper Beeding school / transferring to a new school?</p>	<p>Our extensive and thorough transition arrangements include:</p> <ul style="list-style-type: none"> • <i>Visits to pre-schools by EY staff</i> • <i>Meetings with parents of new children</i> • <i>Children visit EY unit during summer term before transfer</i> • <i>Early Years PARM (planning and review meeting) information shared</i>

	<ul style="list-style-type: none"> • <i>'First Team' meetings for transfer planning and provision planning</i> • <i>Extra visits to EYFS as necessary (e.g. while unit empty)</i> • <i>Transfer to another school during primary phase – sharing of SEND paperwork followed by 'phone call if required.</i> • <i>Accompanied visits if transferring to special school</i> • <i>Transfer to secondary school supported by small group sessions during summer term</i> • <i>Visits to secondary setting with small group supported by staff from primary school</i> • <i>Secondary setting SENCo visit, LSA visit to meet children and answer questions</i> • <i>Testing of basic skills in primary setting to inform interventions at secondary school</i> • <i>Shared SEND paperwork</i>
<p>How are Upper Beeding school's resources allocated and matched to children's SEND?</p>	<p>Resources are allocated according to need with the general expectation that:</p> <ul style="list-style-type: none"> • <i>Children with SEND will have allocated time working on individual targets either 1:1 or in a very small group (1:2 or 1:3 max), often in short sessions; in addition to in class support from both Teachers and TA/HLTA's.</i> • <i>Children with a Statement of Educational needs or EHCP (Education Health Care Plan) will have support according to the provision stated.</i>
<p>How is the decision made about what type and how much support a child will receive?</p>	<p>Children's support needs are personalised:</p> <ul style="list-style-type: none"> • <i>Using advice from external agencies which are involved with the child</i> • <i>On individual basis decided by Teaching staff (in discussion with SENCo)</i> • <i>Children may be supported in small groups when targets are shared and children are able to respond in group, otherwise 1:1</i> • <i>School accesses training for staff working with children with SEND where possible</i>
<p>How are parents / carers involved in Upper Beeding school and how can they get involved?</p>	<p>As part of our commitment to shared responsibility for the children at Upper Beeding the following are in place:</p> <ul style="list-style-type: none"> • <i>Parent/teacher consultations</i> • <i>Meeting with professionals consulting about their child's SEND e.g. SALT, EP, Sensory support, Advisory teachers</i> • <i>Open door policy for Teacher / Head and SENCo</i> • <i>Friends of the school meetings and activities for fundraising</i> • <i>Parent representation on Governing body</i> • <i>Parent helpers in class</i> • <i>Assisting school trips</i> • <i>Contributing areas of expertise for school topics</i> • <i>Attending school events – class assemblies, school productions, sports day</i> • <i>Home work communication</i> • <i>Reflections on individual educational plans</i>
<p>Who can parents/carers contact for further information?</p>	<p>Concerns about any child should first be raised with their class teacher; beyond this as appropriate the following are available:</p> <ul style="list-style-type: none"> • <i>SENCo – who can signpost appropriate support or make referrals where necessary</i> • <i>Direct to Professionals e.g. SALT if they are already involved</i> • <i>Parent support groups such as Parent Partnership or Parent/Carers Forumional Parents of children with Statements of Educational Need or Education Health and Care Plans can contact their Key Worker direct</i>

