



Local Offer for Children with Special Educational Needs and Disabilities

*ratified by Governors March 2021

Chapel Allerton Primary School Mission Statement

Through collective dedication we will develop children who:

- Are creative, imaginative, independent lifelong learners
- Enjoy challenges, anticipate success and achieve the highest possible standards
- Instil pride in the local community through their excellent behaviour, attitude and sense of citizenship
- Believe in mutual understanding, trust, tolerance and respect
- Are physically active and have developed the habits which ensure good mental, spiritual and emotional health

Our Aims

At Chapel Allerton Primary School, we will:

- Develop a love of learning which will remain with children for life
- Develop lively, enquiring minds which question and argue rationally
- Enable children to apply themselves to tasks and physical skills
- Enable children to use language and numbers effectively
- Encourage all children to be inclusive and to have respect for all cultures, backgrounds and beliefs
- Enable all children to fully access the curriculum
- Ensure children understand the modern world and the interdependence of individuals, groups, communities and nations
- Appreciate achievements and aspirations
- Ensure children know right and wrong and develop high moral values.

At Chapel Allerton Primary School, we greatly value the diversity of our pupils. We encourage an inclusive ethos where staff and pupils value and respect each other regardless of individual needs, backgrounds and abilities. We value the views of our pupils and their families and encourage open and honest dialogue through parent and pupil consultation meetings, parent workshops and the School Council for pupils. We have high expectations of all our pupils and where needs are identified we endeavour to put support in place at the earliest possible stage. We want the best for, and from, all the children in our school.

Frequently asked questions from parents and carers

What do I do if I think my child may have special educational needs?

Parents may speak to their child's class teacher or contact Mrs Turnbull, the school's Special Educational Needs and Disabilities Co-ordinator (SENCo), or Miss Opie (SEND Team) on 0113 262 4851. A meeting will be arranged where the SENCo and class teacher will listen to your concerns and put appropriate actions in place. This may involve seeking advice from other professionals if necessary.

The progress of all pupils is regularly assessed and evaluated at pupil progress meetings involving teachers and members of the senior leadership team, including the SENCo. Where pupils are not making good progress, some appropriate extra support or intervention is planned, implemented and the pupil's progress is reviewed. This cycle happens at least four times in the year and can be more frequent if required. For some pupils this level of support may not be sufficient to promote good progress and in this case the level of intervention will become more focused and the review of progress may become more frequent. Observations, ongoing class assessments and the child's views will all inform these reviews. The SENCo may be able to undertake some additional focused assessments within school and will advise on learning strategies. If necessary, and providing the pupil's needs meet certain criteria, parental consent may be sought to refer the child to another professional for advice.

There are four broad areas of special educational need set out in the Special Educational Needs and Disability Code of Practice: 0-25 years (Department for Education and Department for Health, January 2015)

- Communication and Interaction
- Cognition and Learning (Including Specific Learning Difficulties)
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

Where it is decided that a child has special educational needs parents and carers will be notified. The SEND Code of Practice 2014 definition states:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from, or additional to, that normally available to pupils of the same age.”

(SEND Code of Practice 2015, 6.15, p.94)

How will school support my child's learning?

The child's class teacher is responsible for planning a suitable programme of intervention and support to address your child's needs. This Personal Progress Plan (PPP), which may address any combination of learning, communication, physical /sensory, or behavioural, social and emotional needs, will be overseen by the SEND Team and any other professionals involved with your child. The support and intervention will be delivered by teachers and support staff and will be reviewed regularly by teachers and the SENCo. The Personal Progress Plan will be shared with parents/carers at regular consultation meetings with teachers and reviews with the SENCo and parents/carers and pupils will be invited to contribute to the plan. Pupils at Chapel Allerton Primary School have regular discussions with their class teachers about their learning and progress. Parents/carers may contact their child's class teacher or the SENCo at any time to arrange a meeting to discuss their child's plan and progress.

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

All children at Chapel Allerton Primary School will have access to a broad, balanced curriculum which is differentiated to challenge and meet individual needs. Children may also be grouped to access targeted support for particular needs (e.g. speech and language groups, social skills groups) or may access specific resources designed to meet their needs (e.g. visual timetables, appropriately designed writing implements, practical equipment and games, IT resources, and the 'Rapid' Reading scheme for KS2 pupils).

The 'Bsquared' programme allows teachers to tailor the curriculum and personalise learning to each child's individual needs. Children can be assessed through small steps of progress, suiting a wide range of abilities and needs. The Bsquared programme simplifies tracking, assessing and reporting progress. It is supported and recognised by numerous external professionals and agencies, the programme focuses on continuous assessment to help pupils achieve their full potential.

We currently provide for the needs of pupils with moderate learning difficulties, specific learning difficulties (e.g. Dyslexia), speech and language difficulties, Autistic Spectrum Condition, emotional and behavioural needs, physical and sensory needs, and complex needs.

Examples of group or individual provision currently offered include;

- Speech and Language Therapy
- Speech and Language groups to develop listening and attention.
- Speech and Language groups to develop vocabulary and expression.
- Talk Boost Intervention (Nursery)
- Nurture groups
- Social skills groups
- Emotional literacy groups
- Positive behaviour groups
- Writing booster groups
- Maths intervention groups
- 'Numicon' (maths) intervention
- Phonics intervention including the 'Lexia' (IT) program.
- Nessy (IT program)
- 'Wordshark' and 'Numbershark' IT programs.
- 'Toe By Toe' or 'Hornet Reading and Spelling' Programme
- Times table Rockstars (TT Rockstars)
- Spelling Shed
- 'Active Literacy Kit'
- SENIT Multisensory Spelling program
- Music and Language
- Movement Play
- Fine Motor intervention – Pegs 2 paper, Busy boxes

How accessible is the school?

Almost all of the school is accessible for people with physical disabilities with the exception of the staff room which is accessed up a flight of stairs. Kerbs and pavements have been altered at the rear of school for wheelchair access and there is a ramp connecting the upper and lower playground areas. The school has a care suite on the main corridor for children, staff, or visitors with physical disabilities. The care suite has a fixed tracking hoist facility. Classroom layout is considered where pupils may have difficulties accessing the learning environment due to physical or sensory needs and staff make their best endeavours to enable all pupils to have independent access to facilities and resources. For pupils who are particularly vulnerable personalised plans for safe movement around the school site may be put in place. School also has a lift (near the stairs to the dining hall) which enables children to transfer easily from the top playground to the dining hall.

How will I know how well my child is doing and how will you help me support my child's learning?

In addition to annual reports to parents, the school holds two major parent consultation events. In the Autumn term we host Target Setting Day when parents/carers are invited into school with their children to discuss the progress made so far in their new class and the academic targets to aim for during the school year. In the Spring term, there are parent consultation meetings which is another opportunity for parents/carers to discuss progress with their child's class teacher. Parents/carers of children with SEN may prefer a longer meeting on these occasions to review and adjust the Personal Progress Plan with the SENCo and/or class teacher. This may be offered in place of the parent consultation appointment. Parents/carers and the pupil will be invited to contribute to the progress plan, and we welcome direct involvement of parents/carers in supporting their child's learning at home. Parents/carers will be advised how to work towards the targets with their children by the class teacher and/or SENCo.

Parents/carers of children with SEN will be offered a further consultation appointment in the Summer term to review their child's Personal Progress Plan as above.

In addition, school hosts many events throughout the year for parents/carers to come into school and learn about aspects of the curriculum and the expectations for pupils.

What support will there be for my child's overall well-being and social, emotional and behavioural development?

At Chapel Allerton Primary your child's well-being is of primary importance to us. We want children to feel safe, happy and ready to learn and we endeavour to provide a caring and supportive ethos at all times.

We have a pastoral team which includes the SEND Team and the Safeguarding and Welfare Officer. Planned intervention programmes can be offered for children with behavioural, social and emotional needs. The Head Teacher and SENCo oversee this work and meet regularly with pastoral team members to evaluate progress.

We aim to work in partnership with families and our Family Support Worker can access external agency support within the local cluster of schools for families who may need additional support. Our Family Support Worker is also trained in the Early Help Assessment (previously known as CAF) process for multi-agency working.

Support for children with identified, ongoing medical needs is overseen by the SEND Team in conjunction with health service professionals, in particular the School Nursing team who assist in training staff and writing healthcare plans. Specialist Nurses, Physiotherapists, and Occupational Therapists involved with individual pupils have also delivered specific training to staff.

All our staff are trained in Child Protection procedures and there are three designated safeguarding leads in school; Mr Sykes, Miss Lister and Miss Opie.

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

The SENCo is working towards the 'National Award' in Special Education Co-ordination (NASENCO). The SENCo has a background of working within Specialist Inclusive Learning Centres and social care and has extensive experience working with families both within the home and in the community. The SENCo has vast knowledge, experience and training of working with children with varying special educational needs and disabilities and has experience of the range of needs that may be present in an inclusive primary school.

The SENCo's role is to advise, train and support classroom staff in strategies to support learning for pupils with SEN. The SEND Team are also able to source advice from external specialist agencies if the need arises.

The SEND HLTA works alongside the SENCo daily and together form the SEND Team at Chapel Allerton. THE SEND HLTA, Miss Opie has a background of working as a SENCo and has supported children and their families in a number of settings. Miss Opie has played a lead role in planning for Education and Healthcare Plans and has appropriate training to support children with varying Special Educational Needs and Disabilities.

All teachers work closely with their class daily and pride themselves on becoming experts on knowing each child's individual needs, they will work together with families, supporting every child in school. Every class teacher is responsible for the teaching and learning of each child in their class. The teacher will work closely with the SENCo, SEND HLTA and the appropriate external professionals to ensure the provision is personalised to meet individual needs.

The governor responsible for SEND, Bobbie Gresser, works collaboratively with the SEND Team to ensure high quality and effective provision is delivered at Chapel Allerton. The governing body will scrutinise all frameworks, policies and procedures in relation to SEND.

We have two Teaching Assistants with specialist training in Speech, Language and Communication needs. Their work is directed by the Speech and Language Therapist who works with school on a weekly basis to assess and advise on programmes for pupils with speech, language and communication needs. Children with speech and language needs access 1:1 sessions with our Speech and Language TA's once or twice weekly and advice and resources are passed to classroom staff for further regular work. Our Speech and Language TA's are trained in Makaton signing and 'Intensive Interaction' for pupils with severe communication difficulties.

Other specialist services accessed by school are the SEN and Inclusion Team (SENIT), the Early Years Team (for pupils in our Foundation Stage), Educational Psychology, and the STARS team (for children with a diagnoses of Autism). Advice for pupils with sensory needs can be obtained from the Visual Impairment Team or the Deaf and Hearing Impairment Team.

Services within our cluster team (2gether Cluster) which can be accessed through school include counselling and play therapy, (CAMHS workers in schools) and family support.

What training and development is done by staff supporting those with SEND?

Our staff have accessed a range of training including: training on the SEND Code of Practice 2014, Safe Working Practice, Child Protection, Numicon training, 'Assertive Mentoring' for maths, Dyslexia Awareness and the Toe by Toe programme, phonics training including the 'Lexia' IT program, nurture training and Attachment Disorder training. Workshops are offered to staff for SENCo support in writing personalised plans for pupils with SEND.

Recent training in more specialised areas has included: 'Active Literacy Kit' training for dyslexia, Speech and Language training for group work, Makaton signing, 'Intensive Interaction' training, 'PECS' training, Moderate Learning Difficulties, ADHD, Autistic Spectrum Condition, and Behaviour Management Strategies.

How will my child be included in activities outside the classroom?

We aim to ensure that all children with SEND are able to access the activities and school trips enjoyed by their peers by making reasonable adjustments within our capabilities. Parents/carers may be involved in planning of trips and activities to ensure the safety and inclusion of their child. Children with complex needs may receive extra high needs top up funding from the Leeds Local Education Authority (LEA) and this may be used to employ additional staff to support the development of independence and the inclusion of the child in all school activities.

How will the school help children transfer to the next phase of education?

Children entering the school in Foundation One or Foundation Two will be visited at home by their class teacher and key staff to discuss with parents the needs of their child. They are also invited to attend stay and play sessions with parents/carers. Information meetings are held for parents/carers before children start school. School staff also visit children in their previous nursery setting to liaise with staff about any needs the child may have. If a child has a special educational need and/or a disability, the SENCo will also liaise fully with the previous setting and any other professionals involved.

Within Chapel Allerton Primary School, transition from one year group to the next is assisted by two 'Transition Days' in July where children are taught in their new class

by the new teacher and teaching assistant. This 'getting to know you' process can be extended for pupils with SEND needs who may need more time to feel comfortable with change. Class teachers meet with the new teacher to hand over information about the pupils in their class in July, and the SENCo and the Safeguarding and Welfare Worker also hold handover meetings with teachers to inform them fully of SEND or pastoral needs of their new pupils.

If a child transfers to another setting the SENCo will forward all relevant records with regard to SEND and will liaise with the new setting regarding the child's needs and requirements.

Children with SEND who are transferring to high school will be supported to attend induction meetings at the high school of choice if necessary. Most high schools will be able to offer additional opportunities for pupils with SEND to become familiar with the high school environment. The SENCo and Family Support Worker ensure that all relevant records are transferred to high school for the pupil and will liaise with the appropriate member of the high school staff to inform them of the pupil's needs and requirements. For children with an Education, Health and Care plan or who are in receipt of 'Top-Up' funding the annual review at Year 5 will be an opportunity to consider high school transition and plan towards a smooth transition for the child.

How are the school's resources/funding allocated and matched to children's needs?

School is funded on a national formula per pupil. Blocks of £6,000 are allocated to school depending on the number of children who meet the criteria and are on the school's SEND register. The school uses this funding to make provision for the needs of all the pupils on the SEND register. This is mainly allocated to provision of staffing, but also for provision of resources to meet the needs of our pupils with SEND. This decision is made by the Head Teacher and Governing Body, considering recommendations from the SENCo.

If a child's needs are felt to be beyond that which can be provided through the £6,000 block, the school can apply for 'Top-Up' funding, based on strict criteria, from the LEA. The school is then able to use the additional funds to put appropriate support in place to meet the child's specific needs. In some instances, a key worker may need to be employed to enable the child to access a personalised timetable and to support inclusion and access to all areas of the curriculum. In other cases, it may be used to provide specialist equipment or other resources to support the child's access to the curriculum. In line with the SEND Code of Practice 2015, parents/carers will be involved in consultations between the school, LEA officers and other professionals on how any top-up funding will be used. Children who are Looked After and have special educational needs are prioritised for additional support via pupil premium funding. (Ref: SEND and Inclusion Policy)

How are parents and carers involved in the school?

Parents are represented on the school's Governing Body by elected parent governors. All parents are informed about teaching and other school events through regular school newsletters, half-termly year group newsletters, and parent consultation events. At the beginning of each new academic year parents/carers are invited to meet the staff team in their child's year group and hear about the expectations and curriculum for the forthcoming year. Parents will also be invited to information sessions to learn about the school's methods for teaching phonics, reading and maths. Each year group hosts special events through the year to which parents/carers are warmly welcomed. These include special assemblies and performances, opportunities to view children's work and other special events.

Several parents/carers volunteer to assist the work of the school in different ways. This could be through hearing children practising their reading skills or lending a hand with year group gardening project. Please note that regular visitors to school must be willing to have a DBS check. If you are interested please contact Mr Harris in the School Office in the first instance.

There is a Parent School Association which meets regularly to hold events for parents and children and which raises funds to support the work of the school. Contact the School Office if you would be interested in joining.

Who can I contact for further information?

If you wish to apply for a place at Chapel Allerton Primary please contact Mr Harris in the School Office on 0113 262 4851.

Parents are most welcome to make appointments to discuss their child with the class teacher at any time. A request for an appointment can be made via the class teacher, or via the School Office.

Parents with concerns about family issues or queries about local support services may wish to ask for an appointment to speak to our Safeguarding and Welfare Officer, Zara Lister.

Parents wanting to know more about the local authority's Local Offer should visit www.leeds.gov.uk/localoffer

Parents wishing to discuss concerns about SEND or medical issues or services should ask for an appointment with the SENCo Team, Mrs Turnbull. (0113 262 4851)

There is additional information about our school on the website including links to our SEND and Inclusion policy and other school policies.

Revised by Louise Turnbull & Kate Opie (SEND Team) 22/02/2021

Date agreed by governors:

February 2021 – SEND Team – Louise Turnbull & Kate Opie

Signed (Chair of Governors):

(Headteacher): N.Sykes 22/02/2021

Date for review: February 2024