



## Local Offer (Primary)

2019/2020

By law this policy must be reviewed annually. This policy will be next reviewed in June 2020 (or in light of new statutory guidance or when new SEN system introduced)

**DOCUMENT CONTROL**

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Version	Date	Comments	Author
1	4.6.18	For approval by Management Committee	Krystal Le Francke
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FMC	

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in our PRU.

The new approach begins in September 2014 and places learners at the centre of planning.

The key principles of the new legislation are:

1. Young people and their families/carers should be involved in discussion about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education Health Care Plan (EHCP) will replace Statements of Special Education

Needs. New assessments for additional educational needs will follow from September 2014.

At Brent River College we believe we are well placed to adopt these changes and look forward to working with our parents/carers to bring about the reforms.

Brent River College is a KS3 and KS4 Pupil Referral Unit. We specialise in supporting young people who have not been able to maintain a placement in their local school either due to a social, emotional or behavioural difficulty or a medical condition.

We admit children from across the Brent Borough.

Brent River College upholds children's rights to education. We recognise the child as an individual and acknowledge that children's needs change over time and require flexibility in our approach.

Our offer, therefore, is designed to ensure that barriers to equal access in our school are removed or overcome. We have brought about an offer that will provide opportunities for successful outcomes but one which provides support, encouragement and flexible resources to keep our community safe.

Our school values are '*Belief, Respect, Integrity, Vision, Excellence, Responsibility, Courage*'.

We welcome engagement from our parents/carers and wider support agencies to bring about protection, provision and progression for pupils of Brent River College so that they are well prepared for the future both as learners and citizens.

Brent River College is an inclusive school and may offer the following range of provisions to support children with SEND:

	<b>PRIMARY PROVISION</b>
<p><b>CURRICULUM AND TEACHING METHODS</b> (including groupings and interventions)</p> <p>How will teaching be adapted to meet the needs of my child?</p>	<p>Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements. Differentiation is approached in a range of ways to support access and to ensure that all pupils can experience success and challenge in their learning.</p> <p>Grouping arrangements are organised flexibly and may involve ability-streamed and mixed-ability settings. One class teacher, supported by at least one Learning Support Assistant in each group ensures that groupings have high levels of adult support available for children with additional needs.</p> <p>Additional adults are used flexibly to help groups and individual pupils to develop increasingly effective independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.</p>
<p><b>PARENTAL AND PUPIL INVOLVEMENT</b></p> <p>What involvement will my child and I have in their provision?</p> <p>How will I my child and I be informed about their progress?</p>	<p>Parents will have access to/invited to attend: - Termly parent consultations - Annual Reviews for children with a Statement of SEN/Education, Health and Care Plan (EHCP plan) - End of Term report - End of placement speech and language therapists report for those pupils reintegrating back into the mainstream setting. - School Improvement Plan (SIP) questionnaires to voice opinions and suggestions about aspects of school life - Meetings as necessary to discuss referrals to external agencies - Parent/carer meetings with our Speech and Language therapist - Parent/carer coffee mornings once termly.</p> <p>Children will be involved in their learning and provision through: - Termly IEP's reviewed and individual targets set for maths, writing, speaking and listening, reading and behaviour. - Participation (where appropriate) in meetings - School Improvement Plan (SIP) questionnaires to voice opinions and suggestions about aspects of school life - Peer marking - School council meetings with representatives from each class</p>
<p><b>ASSESSMENT, PLANNING AND REVIEW</b></p> <p>How can I find out how well my child is doing?</p>	<p>Teachers monitor pupils work continuously to identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.</p> <p>This additional support is documented in a One Page Profile or Educational Support Plan. In consultation with the Head of Centre, SENCO and parents, short term targets are agreed in key areas of learning or behaviour by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support plans. Actions agreed take into account each pupil's strengths as well as their difficulties. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent</p>

	<p>learning to support transition back into their mainstream setting and on into adulthood.</p> <p>Formal review meetings are held as required. Parents, relevant external agencies and (when appropriate) pupils are invited to this review and their contribution is valued. The impact of the support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. This might include referrals to external agencies, if they are not involved already.</p> <p>If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, an Education, Health and Care (EHC) plan will be drawn up and implemented with support from external agencies and other professionals where appropriate. Further details about this process will be explained in the Local Authority's Local Offer.</p> <p>All pupils progress is assessed half termly. This will be via Teacher assessments in the first half term, then by means of formal testing in the second half term. We hold Pupil Progress meetings once termly with the class teachers (who have responsibility for assessment and interventions). Children are assessed using National Curriculum levels (for children in Key Stage 1 and 2) and using Development Matters and the Early Learning Goals (for children in the Early Years Foundation Stage). Children with SEND in Key Stage 1 and 2 who have not reached Level 1 in the National Curriculum levels will be assessed using P scales (performance scales). Where children are assessed as not making expected progress, interventions are put in place (please see Interventions information below). Previous interventions are also reviewed and adapted or continued as appropriate.</p>
<p><b>INTERVENTION</b></p>	<p>As detailed above, teachers meet termly in year group teams with the Head of Centre to discuss progress and attainment of all pupils, including those with SEND. Previous interventions and support and their impact are discussed and interventions may continue, be adapted or an alternative offered, depending on each individual child's needs. Various tracking systems are in place for interventions being carried out at school so the impact of interventions can be closely monitored and changes made where necessary.</p> <p>Access to learning and the curriculum Access to learning support staff:</p> <ul style="list-style-type: none"> <li>• Across all subjects where necessary</li> <li>• Increased levels of support in core subjects</li> <li>• For group work</li> <li>• For group and individual Occupational Therapy and Physiotherapy programmes as advised by the NHS/private health professionals</li> <li>• After school clubs</li> <li>• Literacy and maths interventions</li> <li>• Additional Educational Needs groups – higher adult-child ratios for additional support Strategies/programmes to support speech and language: Intensive speech and language support through our speech and language therapist.</li> </ul>

	<ul style="list-style-type: none"> <li>• Speech and Language Therapist advice disseminated to and followed by teaching staff</li> <li>• Specific differentiation or modification of resources, use of symbols/signing</li> <li>• Speech Therapy group work/individual work delivered by speech and language therapist. Strategies to support/develop literacy inc. reading: With a maximum of 4 children per class, children receive tailored and personalised curriculum.</li> <li>• Phonics</li> <li>• Precision teaching delivered by Learning support assistance weekly.</li> <li>• Differentiated ability settings for RWI Strategies to support/develop maths: Small group intervention programmes <ul style="list-style-type: none"> <li>• 1 teacher/1 Learning Support assistant per class to enable small group and highly differentiated maths teaching daily Strategies/support to develop independent learning:</li> <li>• Visual timetables</li> <li>• Visual cues used where appropriate</li> <li>• Peer talk partners</li> <li>• Use of any recommended equipment</li> <li>• Access to modified equipment and ICT</li> <li>• Specialist equipment as required on an individual basis to access the curriculum</li> </ul> </li> </ul>
<b>PASTORAL SUPPORT</b>	<p>Strategies to support the development of pupils social skills and self-esteem:</p> <ul style="list-style-type: none"> <li>• Social skills friendship support after school club</li> <li>• Transition visits and events</li> <li>• Student social workers</li> <li>• School council</li> <li>• CPD available (at cost) to stake holders in the borough.</li> <li>• Regular contact and liaison with parents as necessary</li> <li>• Open Door Policy – we encourage parents to come and talk to members of staff if they have any concerns</li> <li>• Strategies to support/modify behaviour</li> <li>• School sanctions and reward system as set out in School Behaviour Policy</li> <li>• Care plans in place for children with medical needs</li> <li>• Individual Behaviour Plans</li> <li>• Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</li> <li>• Advice of professionals disseminated and followed</li> <li>• Use of any recommended equipment</li> <li>• Access to modified equipment and ICT</li> <li>• Specialist equipment as required on an individual basis to access the curriculum</li> </ul>
<b>SUPPORT FOR MEDICAL NEEDS</b>	<ul style="list-style-type: none"> <li>• Designated school nurse</li> <li>• Care plans in place for children with medical needs</li> <li>• Step free access to main school buildings</li> <li>• Specialist equipment as required on an individual basis to access the curriculum</li> <li>• Support with use of any recommended equipment</li> <li>• Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</li> <li>• Access to modified equipment and ICT</li> <li>• Administering of medicines as appropriate (with consent from parents and in consultation with medical professionals as necessary).</li> </ul>

	<ul style="list-style-type: none"> <li>• Named Staff trained to provide support to any person in a wheel chair when exiting the building during a fire.</li> </ul>
<p><b>PARTNERSHIPS WITH EXTERNAL AGENCIES</b></p> <p>What support from outside does school use to support my child?</p>	<p>The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:</p> <p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:</p> <ul style="list-style-type: none"> <li>• Regular meetings as required</li> <li>• SENCO available at parents’ evenings</li> <li>• TAMHS weekly</li> <li>• Referrals to outside agencies as required</li> <li>• Speech and language Therapist for specific individual pupils</li> <li>• Sensory Support, Speech and Language Therapists, Educational Psychologist and School Nurse attend at regular intervals to see specific pupils.</li> </ul> <p>Agency Information Educational Psychology Service Designated Educational Psychologist: Nicola Lawrence Referrals accepted as required</p> <p>TAMHS (Targeted Adolescent Mental Health Service) Designated therapist: Naomi Doyle Referrals accepted as required</p> <p>CAMHS (Children and Adolescent Mental Health Service) Referrals accepted as appropriate for children with emotional difficulties</p>
<p><b>TESTS AND EXAMINATIONS</b></p> <p>Access arrangement</p>	<p>For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the Department for Education (DfE) can be accepted for access arrangements.</p>
<p><b>TRANSITION</b></p> <p>How will the school help my child move to a new year group or to a different school?</p>	<p>Children and young people with SEND can become particularly anxious about ‘moving on’, so we seek to support successful transition by:</p> <p>When transitioning back to their Mainstream setting: Pupils usually remain at BRC for a half term. This can differ in accordance to the child’s needs and the support deems necessary for the individual. The pupil will then make a staggered entrance back into their mainstream setting over a period of 6 weeks. They will slowly increase their time in the mainstream setting and will be supported by one of our learning assistances over this period.</p> <p>When moving to another school: We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible. If a move to a new school is known in advance, visits to the new school can be arranged.</p>

	<p>When moving groups/forms in school: Information shared with new teacher. Visits to the new group/class are provided, if necessary, prior to the move.</p> <p>In year 6 - 7 transition: The SENCO will liaise with the chosen Secondary school to discuss the specific needs of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school. For children with EHCP's, Year 6 Annual Review meetings are held during the summer term so that staff from a child's allocated secondary school can attend.</p>
<p><b>STAFFING EXPERTISE</b></p> <p>How skilled are staff in meeting the needs of my child?</p>	<p>An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered:</p> <ul style="list-style-type: none"> <li>• Individual Education Plans</li> <li>• Disability awareness training</li> <li>• Targets and Interventions training</li> <li>• Safeguarding training</li> </ul> <p>Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. We also have staff with specialised expertise and qualifications in school including:</p> <ul style="list-style-type: none"> <li>• First Aid trained Teaching Assistants</li> <li>• All Staff Team Teach Trained.</li> </ul>