

# The Local Offer (*Version 2*)

## Universal Offer

### **What the school provides for all children:**

Park Hill Primary School prides itself on striving to ensure that all children receive and enjoy high quality teaching throughout their time in school. Teaching staff plan lessons that are carefully matched to the children's individual needs and every effort is made to provide a curriculum that interests and challenges all of the children.

We support children through their transition both in and out of the school offering home visits and play and stay sessions in the term before children start Nursery. We also work closely with our local secondary schools to try to make the move to high school as seamfree as possible with transition visits from the high school staff and sessions where our children go into their new schools supported by a known member of staff from us.

Children are assessed regularly through informal methods and this informs future planning. Data is also collected half termly to monitor progress in writing and maths and identify any potential difficulties early. This is then addressed through either classroom differentiation or small group/individual intervention.

There are three parents evenings every year. The first is held in September and is an informal session where parents are invited to come along, meet the teacher and the expectations of the academic year are shared. The second parents evening is held in February or March and allocated time slots to suit the parent are given and children's individual progress is shared and discussed. We have a final parents evening in July at the end of the academic year where parents can discuss the success of the year and meet the new teacher and other classroom staff.

Throughout their time at Park Hill, all children will be monitored carefully and support offered to meet their individual needs. This may take the form of in class interventions by a member of support staff, booster sessions either before or after school or they may be referred with parental permission to our Inclusion support team who work closely with our SENCo and other staff.

## Additional SEN Support

### **What the school provides for children not making expected levels of progress**

We believe at Park Hill that all teachers are teachers of special educational needs. Our staff do their utmost to meet the needs of all the children in their class through their classroom organisation, teaching methods, styles and differentiation. However, if a learner does not make adequate progress, even when teaching approaches are tailored specifically to them, then the child may be identified as having special educational needs.

The support that children receive to meet their individual needs would vary according to their difficulties. School provides provision through a wave system of support. All children receive wave 1 provision through day to day quality teaching. Children who fall slightly behind should receive wave 2 support through planned differentiation in a small group to provide short term support. Children who do not make expected progress as a result of this work need wave 3 support and the class teacher will at this point draw up a provision map with targets for specific children. The child will be placed on the SEN register and recognised as having additional educational needs.

Wave 3 intervention in Park Hill can take many forms. Initially it could be small group work, either inside or outside of the classroom with work planned specifically for the children's needs. If this does not prove to meet the child's needs then there may be a period of time when they receive some one to one support. During this period of time, the child's progress is carefully monitored by the class teacher and the SENCo. If it is felt that more support is

required then the Inclusion Support teams' advice will be sought.

Our Inclusion Support team consists of a Speech and Language therapist, an Educational Psychologist, a Learning Support teacher and a Social, Emotional and Mental Health Support teacher. Their advice and intervention supports the teacher and learner in identifying barriers to learning and how best to overcome them. We also pay for an enhanced speech and language therapist who visits school every other week and she works either directly with the children or advises staff on new techniques and directives to support speech and language development.

We also work closely with the Early Years Inclusion Support team for our youngest children. We believe that the sooner that problems are identified and supported the greater the final result will be. The EYIS team support transition into Nursery of children with additional needs and offer support to school, home and of course the child.

Very importantly to us, we recognise that a child's educational needs are very reliant on their emotional well being. In order to ensure that our children are well equipped to deal with the difficulties that they may encounter in their young lives, we offer mentoring sessions to children in need and have a small but well equipped nurture room where children can have relaxed peer group sessions with our trained mentor.

## **Education and Health Care Plan - EHCP**

**The school may seek an Education and Health Care plan (EHC) in order to provide additional support for children with severe and complex needs.**

This is a long and detailed process that requires the collection of a great deal of information about a child's progress and the difficulties that they have met along the way. We ensure that parent's are fully involved in this process along with the child to make sure that the thoughts and feelings of everyone are considered.

During the process of applying for an EHC, children's needs are not put on hold and they will continue to receive the highest quality teaching that we can make available to them and their individual needs will continue to be met in small group or one to one interventions.

As parents, we encourage you to take a lead role in this process. An EHC supports a child and their needs until the age of 25, long after Park Hill has left a child's life. We will support you throughout the process but would strongly advise you to be pro-active during the process as you will ultimately be in control of the EHC plan – along with your child.

## **Park Hill Primary School - Local Offer**

**Date:** September 2017

In our latest OFSTED report dated March 2013, it was recognised that “Disabled pupils and those who have special educational needs, and pupils supported by the pupil premium, make good progress because adults help them to develop the skills they need.”

It was also noted that “Disabled pupils and those who have special educational needs make good progress because the work teachers set for them fills the gaps in their knowledge and skills. Good teaching and the extra support that pupils get in lessons help them to achieve well.”

The effective measures that are put in place to provide opportunities for learning at all levels was identified as a strength of the school. “Teachers and other adults plan lessons together. This ensures that activities closely match pupils’ different abilities. Adults break learning down into small, achievable steps for those who need extra help. Tasks for these pupils are often practical, and encourage them to think for themselves.”

Park Hill recognises that the way to ensure that all children achieve and succeed is through careful monitoring of their progress. “Staff meet regularly to check on pupils’ progress to make sure all pupils are given equal opportunities to achieve well. Those in danger of falling behind are provided with extra help in lessons and in small groups to ensure that they catch up with their classmates.”

All children matter at Park Hill and all staff are fully committed to ensuring that every child reached their maximum potential.

### **Schools have funding from the Department for Education to help them to put in programmes and support for children with special educational needs and/or disability.**

If your child has a special need or disability we will:

- Talk to you about your child’s difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child’s learning so we know which skills they need to learn next.
- Ask the Special Educational Needs Coordinator (SENCo) to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.

- Tell you how to get in touch with Parent Partnership Services who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child
- Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.

**Additional information about special events/facilities or trips/after school clubs etc.**

All children are welcome to attend anything and everything that is organised by the school. Park Hill actively encourages children and their parents/carers to be active members of the school and the local community.

If there are situations when children require extra support, the school will endeavour to ensure that each and every child receives this support.

The SENCo is always available by phone – it may be necessary to leave a message and you will be contacted as soon as possible. We aim to ensure that all issues are dealt with within 48 hours.

**The Accessibility Plan includes the following actions in respect of pupils with SEN and/or disabilities or link to SIP**

[Link to accessibility plan in policies.](#)