



Sandfield Close Local Offer

1a. How does the school know if children need extra help?

We know children need extra help if:

- Concerns are raised by parents/carers about the progress or attainment of their child.
- Concerns are raised by the teacher about the pupil's behaviour, social interaction or self-esteem which is affecting his/her performance.
- Limited progress is made and this is discussed during half-termly pupil progress meetings.
- There is a change in the pupil's behaviour or progress
- Information from the child's previous school outlines concerns
- Information from external agencies outlines some concerns
- There is a medical concern or diagnosis following appointments with doctors or other health professionals

As a school we measure children's progress in learning against the age-related expectations of the national curriculum. Classteachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry to Foundation Stage 2 to Year 6. We use the National Curriculum and the Development Matters steps within the Early Years Foundation Stage. We also use a range of standardised tests.

Children who are not making expected progress are picked up through our half-termly Pupil Progress meetings with the Headteacher, Assistant Headteacher and classteachers. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Classteachers also meet with the SENCo on a weekly basis to discuss and tailor the provision for children with identified SEND, children who may need additional support in the short term and to discuss the needs of children whose progress is causing concern.

1b. What should I do if I think my child may have special educational needs?

Talk to us. Your first point of contact will usually be your child's classteacher. This may be followed by a meeting with our Deputy Headteacher, Mrs Adebimpe Taiwo, who is also our SENCo, or the Headteacher, Mrs Amanda Dhillon. At Sandfield Close our relationship with parents is important to us and we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. In order for us to ensure your child receives appropriate support, it is important that we have all the relevant facts and information about your child's needs.

2. How will the school staff support my child?

Your child's classteacher will take responsibility for the daily provision for your child. He or she will oversee, plan and work with each child with SEND in their class to ensure that systems are in place to support your child's progress. He or she will be supported and advised by the Deputy Headteacher/SENCo as necessary. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist services, then the SENCo will talk to you about this and seek your permission to proceed. The SENCo then becomes the lead person for working with outside services and keeping you, and everybody in the team around your child, informed of key events and information.

The Deputy Headteacher/SENCo will closely monitor all provision and progress of any child requiring additional support across the school. 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 regularity of these sessions will be explained to parents when the support starts.

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

- All work within the class is pitched appropriately so that all children are able to access the learning according to their specific needs. This will enable them to learn and make progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately. This will help all the children to access a lesson and learn and progress at their own level.

- Regular tracking of progress and formative assessment enables the classteacher to analyse the progress of each child.
- Pupil progress meetings are held half-termly with the Headteacher, Assistant Headteacher and classteacher to discuss progress and identify appropriate teaching and learning strategies for each child.
- Reviews of individual learning targets for your child are held at least twice a year with the Deputy Headteacher/SENCo and classteacher and new programmes or support are organised as necessary, leading to personalised learning.
- Targets are set to support children's individual needs and are regularly updated.
- High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. For example, a child will be given the opportunity to record information in different ways, such as using a camera or recording device. This type of teaching is known as differentiation and will enable your child to access a broad, balanced and relevant curriculum.
- If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children.
- Children work in a variety of groupings within the classroom, such as small supported groups, 1:1, mixed ability and similar ability groups.

These groups, also called intervention groups, may run:

- in the classroom or away from the classroom;
- with a teacher or a teaching assistant who has been trained to run these groups;
- with a specialist, from outside the school, such as a speech and language therapist.

4. How will the school and I know how my child is doing and how will you help me to support my child's learning?

We have an open door policy and welcome parents into our school as partners in their children's education. For some children it may be appropriate for daily information to be shared between school and home. Your child's classteacher will usually be available briefly at the end of each day, if there is something you wish to discuss. Parents and teachers schedule a more private meeting, either with the classteacher or with the SENCo, if there is something of a more serious or private nature to be discussed. In some instances, a home-school communication book may be used.

Parent-Teacher meetings take place twice a year and reports are sent home every term. Parents are given information about the level children should be working at for their age and also about the expected rate of progress for maths, reading and writing. The "How well my child is doing?" sheet which is updated termly gives a summary of your child's attainment against age-related curriculum expectations.

If external agencies are involved with your child they may provide reports and information about attainment and expected progress in specific areas or for health based needs, such as speech and language or physical development.

If a child is identified as needing an individual educational plan to support their education, parents will be involved in helping the school to create this, and then in reviewing targets at regular intervals, at least twice a year.

School assemblies, Open Mornings, Coffee Mornings etc provide an informal opportunity for parents to find out what is happening at school. The school website, weekly newsletter, Twitter and ParentMail all provide information about what is happening in and around school.

5. What support will there be for my child's/young person's overall well-being?

- The well-being of all of our pupils is our primary concern at Sandfield Close Primary. We are a happy school with a real sense of community. Positive relationships between children and staff are evident to everyone who visits the school.
- The children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Golden Rules and Golden Time and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on the timetable.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest levels of need.
- We have different agencies coming to work with our children. Some of the sessions they provide are: - Explore my Future, Friendship Groups, Feelings Groups, Anti -Bullying and Transition - Moving on etc
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and applied consistently by all staff.
- Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties.
- The school also participates in events such as Anti-Bullying Week. The school was awarded the Leicester City Anti-Bullying Community Award in 2009 and this was re-accredited in 2013 following an audit and evaluation of the school's work in this area.
- When a child's behaviour becomes challenging, teachers are supported by the Deputy Headteacher/SENCo and other members of the senior leadership team in understanding the behaviour and liaising with parents to agree how best to

manage it in a positive and proactive way, to bring about the desired improvements.

- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a Meeting the Needs of Children with Medical Needs Policy and strive to ensure that all children participate fully in the life of the school while having their medical needs met. Medical protocols are in place to enable us to meet the medical needs of children with ongoing medical conditions. If your child needs regular medication to be administered in school we will liaise with healthcare professionals to agree a protocol for your child. Our School Business Manager, Mrs Natalie Sutton, is available for advice and support and will work with other members of the senior leadership team to write a health care plan, to meet your child's specific medical needs in line with local and national guidance.
- Pupils' views are sought through the school council and other forums.
- We are an inclusive school. We welcome and celebrate diversity. All members of staff believe that children's self-esteem is crucial to their emotional well-being and academic progress.
- We have a caring, attentive team who care about and look after all our children, treating them as individuals. Most of our Teaching Assistants are trained first aiders and staff working in Foundation Stage 2 have paediatric first aid qualifications.
- The school runs a system of Junior Sports Leaders and buddies to support social skills development at lunchtimes. These focus on building children's self-esteem and developing social skills such as turn-taking.
- The classteacher has responsibility for overall well-being of every child in their class. If a parent has any worries or concerns, they should speak to their child's classteacher. If further support is needed, the classteacher will liaise with the Deputy Headteacher/SENCo who will take the necessary action and involve other staff or agencies as appropriate.

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

As a school we work closely with external agencies relevant to individual children's needs within our school. At times, it may be necessary to receive their more specialised expertise.

The agencies used by the school include:

- Communication, Learning, Communication & Interaction Support Team (formerly LAST) from the SEND Support Service.

- Pr-SEMH-Primary School Social Emotional & Mental Health Team (formerly BST) from the SEND Support Service.
- Visual Support Team from the SEND Support Service.
- Hearing Support Team from the SEND Support Service.
- Early Years Support Team from the SEND Support Service.
- Leicester City Educational Psychology Service
- Leicester City EPS Bilingual Consultant
- Speech & Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Community Paediatricians
- School Nurses
- Specialist Paediatric Diabetes Nurse
- ADHD Solutions
- Specialist ADHD Nurse
- NSPCC
- Bal-Raksha counselling
- Leicester City Education Welfare Service
- Social Services
- Safe-guarding Service
- CAMHS (Child & Adolescent Mental Health Service)

Should a child require any form of involvement with an external agency then the school would immediately inform the parents and obtain permission to pursue any kind of professional intervention. If there is a serious safeguarding concern, the school may be required to contact Leicester City Children and Young People's Services without informing parents in advance.

7. What training have the staff supporting children with SEND had?

The Governors of Sandfield Close Primary School are committed to high standards of continuing professional development for all staff in all areas of school life, including Special Educational Needs and Disability. The Deputy Headteacher/SENCo is a well-experienced teacher with much training in her portfolio. The SENCo holds surgery sessions two days a week to support classteachers in planning for the needs of children with SEND. The Teaching Assistants also have weekly CPD opportunities led by the Deputy Headteacher/SENCO.

All staff, both teachers and support staff, receive comprehensive and ongoing training in meeting the needs of children with complex learning difficulties. In order to maintain and develop the quality of our provision, all members of staff have regular training and updates of SEND conditions, administration of medication, resources and interventions available for our pupils. This regular training ensures all staff are able to manage pupils accordingly and meet their needs.

The SENCo holds twice-yearly Joint Planning Meetings with External Agencies to identify ongoing and emerging training needs for the school.

In recent years there has been whole school training, delivered by both the school staff and external providers, in the following areas:

- Literacy
- Maths
- Behaviour- Behaviour management in the classroom, Team Teach,
- Emotional and mental health Issues
- Interventions
- Medical needs -e.g. diabetes, anaphylaxis and epi-pen training, hearing and visual impairment training, First Aid training for staff

8. How will my child be included in activities outside the classroom including school trips?

At Sandfield Close our policy is to promote involvement of all of our learners in all aspects of the curriculum, including activities outside the classroom. 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 our outside activities and school trips are safe and successful.
- Risk assessments are carried out for each trip to ensure everyone's health & safety. All trips off the school site are approved by our Educational Visits Coordinators who are currently Assistant Headteacher, Mrs Anne Kitchen and School Business Manager Mrs Natalie Sutton. The final authorisation for the trip is given by the Headteacher, Mrs Amanda Dhillon. .
- A suitable number of adults are made available to accompany the pupils, with an appropriate ratio of adults to children depending on the age of the children and the nature of the trip.
- Where we envisage that a class will need a small number of children with an adult, the ratio changes and more adults are taken to ensure the safety of our children.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs of a vulnerable pupil.
- Sometimes, in order to minimise risk to a vulnerable pupil, parents/carers are invited to accompany their child on a school trip if this ensures access.
- After school, clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation. The school office has a list of current after school clubs.
- Health and safety audits will be conducted as and when appropriate

9. How accessible is the school environment?

- There is no special unit established at the school.
- We ensure that the learning environment is fully accessible and inclusive for all learners.
- All classrooms have been carpeted to provide an enhanced acoustic environment for hearing impaired children.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.
- When required, interpreters enable parents who have little or no English Language to fully participate in formal meetings such as Annual Reviews and meetings with health professionals.
- We have two disabled toilets and a hygiene room.
- There is a ramp leading into Year 3 Mobile classrooms
- Visual timetables are used in all classrooms
- Any other resources needed for access may require advice and assessment from Occupational Therapist and Physiotherapist in order for us to improve access and safety for all.

10. How will the school prepare and support my child/young person to join the school, transfer to a new school or to the next stage of education and life?

At Sandfield Close we recognise that transitions can be difficult for children and their parents especially children with SEND and we put in place many strategies to enable any transition to be as smooth as possible.

Enhanced transition arrangements are tailored to meet individual needs.

If a child is moving to another school:

- The Deputy Headteacher/SENCo will contact the SENCo at the receiving school and ensure that they are aware of any special arrangements or support that need to be made for your child.
- All relevant records about your child are passed on as soon as possible.

If the transition is into and within the school:

- There are induction events during the summer term for all children joining Foundation Stage 2 classes in September.
- Additional visits may be arranged to the new classroom in order to identify where the cloakroom and pegs are etc.
- There will be opportunity to take photographs of key people, the classroom, different resource areas within the classroom etc in order to make a transition

booklet for SEND children during the summer term in preparation for the new academic year in September.

- Information will be passed on to the new classteacher and in most cases, a planning meeting will take place with the new teacher to discuss the child's strengths and difficulties and the strategies that have been successful. The child's Individual Education Plan (IEP) and Education Health Care Plans will be shared with the new teacher.

Transition to Secondary Schools:

- We have regular liaison with Soar Valley Community College, Rushey Mead Secondary School, Roundhill Community College and other secondary schools for the benefit of pupils at the time of transition to secondary education.
- All SEND records are passed to the receiving school in good time, to allow these schools to make appropriate provision for their new students.
- Transition reviews for Year 6 pupils are usually held during the summer term.
- Secondary school staff visit pupils prior to them joining their new school.
- The Deputy Headteacher/SENCo and the Year 6 teachers liaise with the SENCo, Year 7 pastoral teachers, Inclusion Manager from the secondary schools to pass on information regarding SEND pupils.
- The children in Year 6 take part in focused learning about aspects of transition to support their understanding of the changes ahead. .
- Additional induction days are arranged, as required for children with SEND and those who may find the transition particularly difficult.
- Parents of children with SEND will have opportunities to meet secondary school SENCO and other staff from the Inclusion Department at Sandfield Close to discuss worries or concerns and will be able to ask relevant questions about provision to address their child's needs.

11. How are the schools resources allocated and matched to children's special educational needs?

The school budget received from the Local Authority includes money for supporting pupils with SEND. The Headteacher, School Business Manager and Bursar then work with governors to agree the school budget, including any specific SEND allocations, based on school priorities and the needs of pupils in the school.

The school may receive an additional amount of 'top-up' funding for pupils with higher level needs. This could be in terms of Element 1, 2 or 3. The school has to apply for this extra funding showing evidence of why it is required and that it will make a difference to the child's learning. The funding may be used for:

- 1-1 or small group support
- Purchasing relevant resource materials
- Purchase specialist equipment
- Purchase support from other Specialist Support Services

- Specific CPD for staff

There are regular meetings to monitor the impact of interventions and SEN provision and the governing body is kept informed of funding decisions. The local authority carry out an audit to review SEND provision at the school every three years.

We ensure that all children who have SEND needs are met to the best of the school's ability within the budget available. Additional teaching assistants are funded by the SEND budget to deliver programmes designed to meet the needs of individuals and groups of children. The school utilises its resources to support the strategic aims of the school as well as individual learner needs. The school's finances are monitored and audited regularly by Leicester City Council.

12. How is the decision made about what type and how much support my child will receive?

On a daily basis, the classteacher determines the level of support for individual children during particular lessons, allocating adults from within the year group team.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with the SENCo and parents. Each child is assessed individually according to the SEND Code of Practice and local authority guidance and a personalised support programme will be developed.

All classteachers meet with the Headteacher, Deputy Headteacher/SENCo and the Assistant Headteachers to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.

For children, whose SEND circumstances, health requirements or complex learning needs indicate that additional support maybe required, discussions are held between the classteacher and Deputy Headteacher/SENCo to determine the most appropriate form of support. Typically, this support continues to be provided from within the class and year group team, but may be targeted at specific times, i.e. break times, circle times etc.

If the evidence suggests that even higher levels of support may be required, this is agreed by senior leaders as the resource is provided from within the school. Additional assessments from outside services, such as an educational psychologist, speech and language therapist or specialist teachers from the SEND Support Service, will help us decide what type of further support and resources are needed.

Some pupils will also have a school based IEP and these will be reviewed with parents twice a year. Pupils with a Statement of SEND or and Education and Health Care Plan (or EHCP) will have an annual review with external agencies.

13. How are parents involved in the school?

At Sandfield Close we work in close partnership with parents and maintain regular and purposeful communication between school and home. Communication tools include: the school website, weekly newsletter informing parents of dates, events and items of school news, texts and e-mails via ParentMail and the school Twitter account. Parents also receive school reports three times a year and a termly curriculum update, which outlines the work your child will be doing in class for the coming term. Parents are invited to become involved in school life through a number of means. Parents are invited to join us for assemblies and Coffee Mornings or Open Afternoons. We invite parents to join us on school trips and visits. We are lucky to have an active PTA Parent Teacher association which arranges events throughout the year for our children and their families. Family learning opportunities such as Stay and Play, FRED Fathers Reading Every Day, curriculum workshops etc provide an opportunity for parents to find out more about the work of the school and become involved in supporting children's learning.

14. Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's classteacher if they have any queries or concerns. Classteachers know their children well and can answer most questions. For children with SEND, further information and support can be obtained from the Deputy Headteacher/SENCo. To arrange to meet with Mrs Taiwo, please contact the school office to arrange an appointment.

15. Does the school offer before and after school services, such as breakfast club? If so, please give details of times and how to access these.

At Sandfield Close, we run a number of after school clubs and activities. External tutors run some activities and some are run by Sandfield Close staff. The activities on offer vary according to the time of year and the availability of appropriate staff to run them.

These clubs include:

BREAKFAST CLUB

What better way to start the school day! Every morning Breakfast Club meet to chat, listen to music and prepare for the day with a healthy breakfast. The club starts at 7.30am. Children are offered different activities following the interests of the children. These can include colouring, educational computer games, reading, maths activities. Contact the school office for more details or to book a place for your child. Breakfast Club is supervised by school staff.

LANGUAGES:

French classes are run by external tutor Mandy Gennard on Monday and Tuesday after school.

Our Gujarati Club is run by Mrs Trivedi. Groups run Monday-Friday with different ability levels attending on different days.

SPORTS:

Sporting activities are a big part of our after school provision. Activities may vary according to the time of year. They typically include Sports and Fitness, Hockey, Cricket, Zumba, football.

Judo takes place on Monday and is run by external coach Adam West.

ARTS:

The Helen O'Grady Academy run a Drama Club on Tuesdays. This is coordinated by external tutor Beth Daniel

Art and Craft activities are on offer with school staff.

Check with the school office to find out which after school clubs and activities are currently running.