

## Individual Setting Local Offer

At Swarland First School we aim to provide a safe, caring and nurturing environment where all children are confident, co-operative and independent. We aim to ensure that every child in our school has access to a range of broad and balanced stimulating and challenging activities. We encourage all children to have high expectations in his/her own academic and social achievements. All children regardless of their ability or special educational need are welcomed and nurtured to their full potential in our inclusive school.

Our local offer explains the provision we have at Swarland First School to cater for those children with special educational needs and or disabilities. However if the local offer is not being delivered and meeting your child's educational needs you must contact the Headteacher in the first instance. The local offer will be reviewed every year with staff, parents and Governors.

We aim to offer support for a range of special educational needs including those listed below.

- Learning Difficulties
- Communication difficulties
- ASD
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

	Whole school response Universal Quality First Teaching	Targeted support for individuals or small groups Short/medium term	Specialized individual support Medium/longer term
Learning/Curriculum	Broad, balanced curriculum driven by needs of individual children and their interests.  Curriculum is delivery by trained teachers who deliver quality first teaching in all areas of the curriculum.	Curriculum interventions and booster sessions for small groups targeting basic skills in core subjects including reading, writing and mathematics.  Additional learning groups available to support communication, motor skills and self-help skills.	1:1 support by trained adults are provided for additional support to scaffold individuals in their learning and their curriculum needs. Access to specialists in speech and language, behaviour from LIST team are also available.

Support	We have a team of trained specialists to provide support including experienced teachers, trained SENCo and trained teaching assistants with specialisms in ASD and Emotional Literacy Support.	The team work with whole classes, small groups or individuals depending upon individual needs of children.	We have access to a range of specialist who provide additional support and programmes of work including those with speech and language difficulties, behavioural issues, specific literacy needs etc.
Teaching approaches	Teachers employ a range of approaches which cater for a range of individual learners needs and learning styles. There is a good balance of indoor and outdoor learning, educational visits, practical hands on investigation and problem solving whilst maintaining opportunities for creativity and individual choice of learning styles.	Bespoke programmes of work employing specific teaching styles compliment the programme of work and individual needs are employed throughout the school year to help support individuals and small groups of children.	<p>The school works closely with multi agency support to provide specialised teaching approaches and advises teachers on effective approaches for those with individual needs.</p> <p>The school has staff trained in ASD teaching strategies, sensory processing difficulties, Makaton. We also have a Reading Recovery trained assistant.</p>
Physical and emotional well being	All staff have the children's welfare and well being at the core of their everyday teaching and nurturing approach. This is evident in our school ethos.	Trained teaching assistants are able to deliver specific programmes of work to address physical development and needs. All staff at Swarland First school have had training in emotional attachment and resilience. Our teaching assistants have had training in Emotional Literacy Support to support individuals. needs.	Our school has effective links with occupational health, school nurse and bereavement counselling to support those children with complex emotional needs.

## Parent/Young person questions

Swarland First School has published responses to the following frequently asked questions. The responses are intended to be jargon free and provide information about where to go to get further advice or guidance if needed. From this point the term 'parent' encompasses any guardian or carer legally responsible for the child.

Question	Answer
<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p><i>Children with special educational needs are identified in many ways. Sometimes the child will enter our school with an Individual Education Healthcare Plan already set up from their previous setting. Other children may have difficulties in certain areas of the curriculum which are identified by the child's class teacher through regular teaching and learning opportunities. Sometimes there is a medical need which is highlighted by another agency or doctor. Any concern raised by the school or other agency about a child's additional need, will be raised with the School's Special Educational Needs Co-ordinator who will ensure parents are informed and appropriate provision is put in place after discussion with the parents.</i></p> <p><i>Parents with concerns about their child's needs should get in touch as soon as possible with the Headteacher and Special Educational Needs Co-ordinator.</i></p>
<p>How will the school staff support my child?</p>	<p><i>The child's class teacher along with the Special Educational Needs Co-ordinator will plan and oversee the child's educational programme. Depending on the child's needs a trained teaching assistant who the child will be familiar with may do additional work with the child. If the school requires support from an outside agency for additional advice the parents will be contacted for consent first by our Special Educational Needs Co-ordinator who will discuss the future possibilities of support.</i></p> <p><i>A nominated school Governor oversees and monitors school provision for special educational needs.</i></p>
<p>How will the curriculum be matched to my child's needs?</p>	<p><i>The school matches the curriculum to the individual's needs through a process of differentiation and personalisation. This may be done through varying the task or activity, providing additional peer or adult support, allowing additional time to complete tasks or providing additional equipment which may be needed to access the activity. The child's will have the opportunity to engage in dialogue with their class teacher about how they feel their learning needs may be best met by discussing which methods help them to learn the best.</i></p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>Parent/carers will have at least termly reviews to discuss their child's progress with staff as well as the opportunities to attend termly parent consultations. Our school has an open door policy and any parent wishing to discuss their child's progress at any point in the year need only ask for an appointment.</i></p> <p><i>The school knows how well your child is doing through regular monitoring and assessment</i></p>

	<p><i>arrangements. The child's class teacher makes formative assessments as part of their daily teaching arrangements. These are supported by summative assessments at key points in the year at least termly. The child's progress in all areas of the curriculum is monitored and tracked throughout the child's time at school.</i></p> <p><i>A little notebook can provide the opportunity for home school dialogue. However some parents prefer a face to face meeting briefly at the end of a school day or week where possible.</i></p> <p><i>Learning is planned on a half term basis identifying and targeting children's needs and next steps on their learning journey. The National Curriculum is used as a minimum base for subject coverage and the children's needs and interests are interwoven into this.</i></p> <p><i>Parents/carers can support their child by reading with them daily. A termly newsletter will explain curriculum objectives being covered that term with the prescribed calculation methods to support mathematics. The school website also has a section for parents on how they can support their child at home in a range of subjects. The child's class teacher will always be happy to advise if additional support is required.</i></p> <p><i>Throughout the year workshops for parents are held which address how phonics is delivered. There are also Family Learning programmes for parents. Last year included mathematics, literacy, e-safety and computing support.</i></p>
<p>What support will there be for my child's overall wellbeing?</p>	<p><i>Your child's well-being is always at the heart of everything they do here at Swarland First School. We aim to have happy life-long learners reaching their full potential. We provide a safe, nurturing environment where all adults are approachable and supporting the well-being of all children. Even our children look out for one another with some of our older children being Buddies, to support those children who are vulnerable socially at playtimes and lunchtimes. A comprehensive policy detailing support for those with medical conditions is available on request and is monitored by our Governors. We have trained first aiders including paediatric trained first aiders. All staff have been trained to deliver medicines such as epi-pens. Special behaviour plans are put in place for those with specific behavioural needs with specific targets to help them improve their behaviour, manage their own feelings and those of others. Links with the List team are able to offer specific advice and support. Children are encouraged to have an active role in their learning and opportunities for them to give their views are integrated throughout the year through class councils, school councils, pupil questionnaires and circle time discussions. We are very proud of our Anti-bullying Award which recognises our effective strategies to prevention and deal with bullying in school.</i></p>
<p>What specialist services and expertise are available or accessed by the school?</p>	<p><i>The school has access to a wide range of services including education, health, therapy, bereavement, social care services, children's centres, speech therapists, occupational health, school nurse, behaviour supports, visual impairment team to name but a few.</i></p>
<p>What training are the staff supporting</p>	<p><i>We have our own trained specialists in our school on ASD, Makaton, Reading Recovery, Emotional</i></p>

children and young people with SEND having or have had?	<i>Literacy Support, Emotional Attachment and Resilience, Sensory Processing, Toe by Toe Intervention, talk Boost.</i>
How will my child be included in activities outside the classroom including school trips?	<i>All pupils are able to access all activities of the school wherever possible and will they be assisted to do so by ensuring access arrangements are in place, staff are available to support them and activities are appropriate for their needs. Parents/carers will be involved in planning activities and trips for their child if they have additional needs to ensure all avenues are explored to make the activities and trips including residential as inclusive and as accessible as possible to all pupils.</i>
How accessible is the school environment?	<i>The front of the building is accessible by wheelchair as a ramp is available. Visual improvements to their environment have been made with steps clearly highlighted in high viz materials. There are members of staff who have been trained to support children with English as an additional language and sign language.</i>
How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?	<i>All our SEN children are given additional visits to their new settings often supported by a school member of staff. Each SEN child is given a transition action plan to fully meet their needs as an individual. Our staff liaise with the new school to ensure they have an informed picture of the child's needs, requirements and achievements. We have carefully planned and structured transition programmes between pre-school to Reception and Year 4 to middle school, or for those children moving between schools.</i>
How are the school's resources allocated and matched to children's special educational needs?	<i>The school's resources include a designated amount of school budget allocated to special educational need. Each child has a costed provision map of their requirements for the year. The funds are allocated in response to child's need after consultation with Headteacher and Special Educational Needs Co-ordinator.</i>
How is the decision made about the type and amount of support my child will receive?	<i>The decision making process involves the child's class teacher, Special Educational Needs Co-ordinator and Headteacher. The parent and of course the child and multi-agency involvement will be consulted where appropriate. The needs of the child and the provision that is required to be put in place is discussed amongst the party and costed using provision mapping. Regular tracking and monitoring of the child's progress through review of interventions is carried out by the Special Educational Needs co-ordinator to judge whether the support has had an impact.</i>
Who can I contact for further information?	<i>For further information you should contact either Headteacher, Louise Fletcher or Special Educational Needs Co-ordinator, Samantha Mason or Local Authority Special Educational Needs Advisor, Ann Jolley.</i>