



Our Local Offer

	Question	Response	Examples of good practice in our school
1	<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>We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the Inclusion Leader/SENCo about any concerns they have. We have some in-house expertise in special educational needs.</p>	<p>We use:</p> <ul style="list-style-type: none"> -Review of progress in weekly Year Group meetings -Half termly, school-wide assessments in reading, writing and maths -Suffolk and PIM tests -Target Tracker computer programme -Half termly pupil progress meetings -A graduated process of identification and assessment involving the class teacher, phase leader, Inclusion Leader/SENCo and outside agencies as appropriate. -Parents are welcome to discuss concerns with their child's teacher or the Inclusion Leader/SENCo office@billingshurstprimary.org.uk
2	<p>How will the school support my child?</p>	<p>Having identified needs, we seek to match provision to need. We define expected outcomes of interventions and then monitor the impact through regular meetings and tracking of pupil progress. Our Inclusion Leader/SENCo leads on this aspect and the head teacher shares this information with governors.</p>	<ul style="list-style-type: none"> -Quality First teaching available to <u>all</u> children, (sometimes referred to as Wave One). This includes support through our learning environment, our curriculum and support for children's social and emotional well-being. -Support is graduated and might include differentiated teaching and classroom strategies at Wave One, additional support (Wave Two) or more specialised support (Wave Three).
3	<p>How will the curriculum and other teaching strategies be</p>	<p>Differentiation is embedded in our curriculum and practice. We have a tailored</p>	<ul style="list-style-type: none"> -Learning Policy specifically sets out strategies to support <u>all</u> children - Learning Policy promotes visual,

	matched to my child's needs and their aspirations?	personalised curriculum.	<p>auditory and kinaesthetic learning behaviours</p> <ul style="list-style-type: none"> -Cross-curricular planning promotes choice, independence and challenge -Individual pupil targets in reading, writing and maths, shared with children - Children invited to contribute to planning of topics -Inclusion Team use a range of strategies tailored to individual needs. Children are asked to voice their aspirations and contribute to target setting and reviewing progress
4	How will I know how my child is doing and how will you help me to support my child's learning?	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child's needs. Should more regular contact be</p>	<ul style="list-style-type: none"> - Progress is recorded and monitored every half term - Parents' Consultation evenings - End of Year Report - Open door policy and daily contact with parents - Home-School Liaison books - Reading Records - Spelling books - Maths workshops - Reception intake evenings and home visits -Writing workshops -Website learning pages

		<p>required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies.</p>	
5	<p>What support will there be for my child's overall well-being and to help them develop their independence?</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a Medical Policy in place. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and put in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this is encouraged in a variety of ways and regularly. We have a defined rubric to enable support staff to encourage greater independence in all our learners.</p>	<ul style="list-style-type: none"> - PSHCE curriculum based on SEAL (Social and Emotional Aspects of Learning) programme -Safeguarding procedures are thorough and rigorous - First Aid training for staff - Art Therapist - Referrals to outside agencies such as Educational Psychologist, School Nursing Service, Occupational Therapy - Common Assessment Framework - Links to outside agencies such as Young Carers and Family Link Worker Service - Health Care Plans -Developing independence key aspect of Learning Policy -Self and peer assessment used by children
6	<p>What specialist services and expertise are available at or can be accessed by the school?</p>	<p>Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.</p>	<ul style="list-style-type: none"> -Locality schools and SENCos liaise and share expertise -The school has access to: Educational Psychologist, Speech and Language Therapist, Learning Inclusion Advisory Team (learning and behaviour), Social Communication Team, School Nursing Service, Occupational Therapy, Art Therapist

7	What training are the staff supporting children and young people with SEND had or are having?	Our Inclusion Leader/SENCo was in post as SENCo before 2008 and is a qualified teacher.	Training for staff includes: -Dyslexia Awareness -Autism Awareness - Maths Interventions -Robust Vocabulary -Speech Sounds production
8	How will my child be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	-School operates a fully inclusive approach to all opportunities and experiences -Reasonable adjustments made -Risk assessment carried out if appropriate and parents consulted
9	How accessible is the school environment?	We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments where possible. Our policy and practice adhere to the Equality Act 2010. We monitor the languages spoken by families in our school and signs around the school are displayed in a number of the most common languages and in different formats. Where possible, we also ensure any home-school communications are available in the relevant languages and when required translators are asked to attend meetings.	-Single Equality Duty in place -Two disabled toilets -Therapy room with hoist -Wheelchair accessibility - Range of adjustments to meet individual needs e.g. enlarged print or use of coloured backgrounds on computer screens -Google translate link on school website
10	How will the school prepare and support my child to join the school or transfer to	We have a robust Induction programme in place for welcoming new learners to our	-Prospective admissions are shown around school by pupils -Prospectus -Website 'Joining Us' page

	a new school or the next stage of education and life?	school. Our Provision Management system records what aspects of our environment help children learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children move onto.	-Every child allocated a 'buddy' -Records from previous school and information from parents used in planning teaching and support -Year 6 teachers and Inclusion Leader/SENCo liaise with secondary school SENCos -Programme of additional visits to The Weald School is arranged for individuals and groups -Visits to pre-schools by staff and visits to school by pre-schools
11	How are the school's resources allocated and matched to children's special educational needs?	Budgets are closely monitored and aligned to the school improvement plan.	-Funding for Every Child Counts programme to support children with needs in maths -Funding for National Maths Partnership support promoting Quality First maths teaching -Read Write Inc interventions -Inclusion teacher
12	How is the decision made about what type and how much support my child will receive?	Working with the learner, their family and other staff, the Inclusion Leader/SENCo considers a variety of options for suitable provision before deciding on a course of action.	-Allocation and type of support based on assessment of child's needs. This may also be informed by advice from outside agencies.
13	How are parents involved in the school? How can I be involved?	We regularly involve parents and families in discussions about their child/learning. We welcome feedback.	- Supporting Read Write Inc. - Supporting in classrooms (Contact office@billingshurstprimary.org.uk) - Fundraising through BPSCA (Contact hellobpsca@gmail.com)
14	What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?	We have a variety of leaflets and information displayed in the school entrance.	-Inclusion/SEND section on display stand. -Website identifies other providers

15	Who can I contact for further information?	In the first instance, parents or carers are encouraged to talk to their child's class teacher. Further information can be obtained from the school's Inclusion Leader/SENCo Mrs Angeli office@billingshurstprimary.org.uk
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Our external partners are

Educational Psychologist

Speech & Language Therapist

**Learning Inclusion Advisory
Team (learning/behaviour)**

Social Communication Team

School Nursing Service

Occupational Therapy

Art Therapist

Young Carers

Family Link Worker

Any other comments:

Parents of children in Year 3 were consulted about aspects of our Local Offer. In future our aspiration is to co-produce the Local Offer with a wider group of parents and children.

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