



# The Local Offer

## George Betts Primary Academy - Local Offer

**Date:** June 2019- July 2020

**This document is designed to set out clearly how this school meets children and young people's special educational needs. If you are reading this as a young person the provision expected to be in place for parents/carers, should be in place in this school for you.**

All members of The Elliot Foundation Academies Trust (TEFAT) are entitled to be valued equally and to enjoy respect as individuals. Our goal is the highest achievement of all kinds for all of our pupils. We aim to celebrate their successes and to foster their development as independent learners, confident individuals and responsible citizens, in partnership with families and the wider community.

George Betts Primary Academy provides an excellent, inclusive education for all.

We are committed to tailoring a curriculum to meet the needs of all pupils.

### **Ofsted Inspection June 2019:**

*“Leaders use additional funding well to ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make strong progress.*

*Leaders with responsibility for pupils with SEND ensure that these pupils receive carefully targeted support to help them to make good progress. Parents are involved in discussions about their children's needs. Leaders work closely with external agencies to provide support in specialist areas such as speech and language. Comprehensive support plans are in place for pupils with complex needs and regular meetings ensure that leaders are fully aware of the progress these pupils are making.*

*Learning support practitioners are well trained and contribute positively to pupils' learning. Teachers deploy them effectively to maximise their impact on pupils' progress. These staff have a good understanding of individual pupils' needs and skilfully support all pupils, including those with SEND, to make good progress.*

*Disadvantaged pupils and pupils with SEND make good progress from their different starting points. This is because leaders and teachers identify these pupils' needs accurately and provide a wide range of effective support.”*

## **Universal Offer**

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- We inform you about our policies and approaches to learning, including how they work with children who have learning difficulties.
- We will welcome you and your child and take the time to discuss your child's needs before they start school.
- Our teachers and support staff have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- We will be able to tell you about the programmes which we are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. We set this out in a whole school provision map.

- Our teachers are able to accurately assess the level at which he/she is learning from Foundation Stage, Sandwell Skills Ladders (Pupils with SEND in KS1/2 who are working below Year 1 expectations), or the National Curriculum
- Our teachers are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- Our teachers will use a range of resources, strategies and teaching methods to take account of any barriers to learning.
- Our school will keep you informed about how your child is progressing at least three times per year, including a written annual report. We will be happy to discuss your child's progress, at other times, if you make an appointment.
- Our school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their social, emotional and mental health . The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.
- School may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- Our Special Educational Needs Coordinator (SENCo) will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. All schools have to have a SENCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.
- The school will also be able to signpost you to support, advice and any extra-curricular activities that may be available.

### **Additional SEN Support Offer**

The Department for Education provides every school with funding that is different for each school, but is to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for an EHCP. What you could expect to see in school is set out below.

- If your child is not making progress in their learning or they have difficulty in managing their social and emotional needs despite the school using all the strategies outlined at the Universal Offer then he/she may need a higher level of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- Our school will continue to offer all the support and teaching strategies available at the Universal Offer level. Our school will be able to tell you what programmes they have to support reading, writing, maths and emotional/behavioural difficulties that they assess will support your child.
- If your child has a particular learning, physical/sensory, communication/interaction or social/emotional difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.
- Our school may/will ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to the Inclusion Support Team](#)
- Our school will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. These programmes may last as long as 20 weeks.
- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- You will be invited to a review meeting to discuss your child's progress and next steps.
- If your child has made progress then school will discuss with you:
  - whether there needs be a further period of intervention;
  - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;

- or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the school should consult with outside agencies to seek further advice on strategies and programmes.
- If you are not happy about your child's progress ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about the school's response to meeting your child's needs you must first raise your issue with the SENCo and/or Executive Principle. If you are still unhappy raise your concerns with the Chair of Governors at the school. The Sandwell SENDIASS Service is also there to help and your school will have the contact details.

## **Education and Health Care Plan**

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education and Health Care Plan. If the LA agrees to begin the process; an Education and Health Care Plan takes 20 weeks to complete. Your child will continue to be supported from the school's SEN resource while the Education and Health Care Plan is completed.
- For some children this may be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an Education and Health Care Plan due to the complexity of their need.
- The Education and Health Care Plan will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child.
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Single School Based Category of SEN which are appropriate to their learning needs

- Many children who need an Education and Health Care Plan will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the Education and Health Care Plan is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the Education and Health Care Plan.
- If your child is not making expected progress then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

**Our School Improvement Plan includes targets to improve outcomes for all children, including those with SEND**

**The Accessibility Plan**

This is available on our website (Parents>>SEND)

