Our Local Offer

The Local Offer explains the services available to support children with Special Educational Needs and Disabled children (SEND) and their families. This document provides parents/carers with information about how to access services in the local area, and what they can expect from the services.

Our school is supported by the Local Authority to ensure that all pupils, regardless of their specific and individual needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting, wherever possible, with reasonable adjustment, where families want this to happen.

How does Bordesley Green Primary School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or from a pupil's previous school
- Tracking using the Birmingham Toolkit shows little or no progress through teacher assessment
- There is a change in their behaviour
- We have completed an audit continuum using the Birmingham Toolkit which indicates they are not meeting the age-related targets
- A pupil asks for help

How does Bordesley Green Primary school decide to monitor my child as having SEND?

- If a child's assessments indicate they are 18 months behind the expected stage in their Programme of Study (POS) at the end of Year One in Maths and/or English, we will monitor your child's progress to establish if there is a SEND need. We will provide appropriate support with intervention which may be in the classroom or as a 1-1. We will also complete some additional observations and assessments. These will be completed by the SENCO.

- If we feel your child needs to be monitored for SEND, we will inform you by letter which will give you the opportunity to come in and talk about how school will support your child. We will aim to provide strategies for you to use at home so the child has consistency.

What should I do if I think my child may have Special Educational Needs?

- If you have concerns about your child, please contact your child's class teacher and they will complete a referral form or contact the school SENCO, Miss Dovey, or Assistant SENCO, Mrs Akhtar.

How will I know how Bordesley Green Primary School supports my child?

- Most children will be supported by Quality First Teaching which is effectively differentiated and resourced. Some children will need additional intervention. This may include additional

support by the teacher or teaching assistant or use of particular resources (e.g. writing slope, specialised ruler etc.).

- If a pupil has needs related to more specific areas of their education or social skills, such as spelling, phonics, reading, handwriting and Maths, they may be placed in small focus groups. Parents/carers will be notified of this by the class teacher. These small intervention groups will be run by teachers, learning mentors or teaching assistants in our school. The length of time of the intervention will vary according to the need but will generally be around 6-8 weeks. The interventions will be regularly reviewed to ascertain effectiveness of the provision and to inform future planning to allow for adaptation or new groups.

- Our interventions will be recorded on the school provision map (for each year group). This is a record of the interventions and their frequency. The impact of the intervention is recorded separately and discussed with class teachers. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or the SENCO.

- Review meetings are held up to three times a year for children who have Sen Support Provision Plans (SSPP) or have Education Health and Care Plans (EHCP). Parents will be invited in to talk to the SENCO and the class teacher and/or teaching assistant. In addition, any outside agencies which may be involved with your child may attend too.

- The SENCO holds open SEND surgeries in school for teachers to come and discuss concerns they have around your child or support they may need in regards to supporting your child

- Parents' evenings take place three times a year to enable you to discuss your child's progress and talk about any additional support they have been receiving.

- Occasionally a pupil may need addition support from an outside agency, such as the Pupil and School Support (services for learning and cognition), the Educational Psychologist, the Communication and Autism team or the Child Development Centre. Referral and consent forms are completed in consultation with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support and/or strategies is usually provided to the school and parents/carers.

Our current agencies involved in school:

- Pupil and School Support (service for cognition and learning) (PSS)
- The Communication and Autism Team (CAT)
- The Educational Psychologist (EP)
- Occupational Therapists (OT)
- Speech and Language Therapists (NHS)
- Teacher of the Deaf- Supports children in school with different levels of impairment.
- The Physical Difficulties Support Services- (PDSS)
- School Nurses Team

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

- Teachers at Bordesley Green Primary School plan for children's POS, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. The teacher will use the Birmingham Toolkit to match their stage of learning to the area being taught.

- A member of staff may be allocated to work with the pupil: this could either be 1:1 or in a small focus group to target more specific areas of need.

- If needed, specialist equipment may be given to the pupil e.g. writing slopes, ear defenders trackers, concentration cushions, tinted overviews or pencil grips.

How will I know how my child is doing?

- At Bordesley Green Primary School we have three parents' evenings every academic year where you can discuss your child's progress and levels of need.

- Class teachers and the SENCO are on the playground at the end of the day, if you wish to raise a concern. Alternatively, appointments can be made to speak in more detail, to the SENCO, by visiting or calling the school office.

- Meetings will be held up to three times a year to review provision plans and EHCP's.

How will you help me to support my child's learning?

- The class teacher may suggest additional ways of supporting your child's learning at parents' evening or by arranging a meeting with you.

- Parent workshops are often run throughout the school year.

- Outside agencies or the Educational Psychologist may suggest advice or programmes of study/strategies that can be used at home; we will forward any information to you which we are given.

What support will there be for my child's overall well-being?

Bordesley Green Primary School offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, SENCO, Specialist teaching assistants and our learning mentors.

- Well-being groups and 1:1 sessions for specific pupils, targeting social skills, self-esteem, emotional wellbeing and anger management, run by the Learning Mentors and the specialist teaching assistants

Pupils with medical needs

- If a pupil has a medical need, then a detailed health care plan is compiled by the school nurse in consultation with parents/carers. These plans are then discussed with all staff who are involved with the pupil and shared with staff of the wider school.

- Where necessary, medicines are administered in school. A parent must sign in any medication when it is new. Antibiotics may be given if the timings fall in the school day. We are able to accept medicines which are from a pharmacy as long as they are in original packages and signed in by a parent.

- A large proportion of staff at Bordesley Green Primary School are trained to administer the injector pen for those children who require it.

- For children who need additional medical support, such as tube feeding, support with catheter, insulin testing and injecting we will gain the training of the community nurse and happily support this in school.

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

At times, it may be necessary to consult with outside agencies to receive their specialist expertise.

The agencies used by the school include:

- Communication and Autism Team
- Educational Psychologist
- Behaviour Support Service
- The Hearing/Visual Impairment team.
- Forward Thinking Birmingham
- PASS (Physical and Sensory service)
- Children's Trust
- PSS (Pupil and School support)- for cognition and learning.
- School nurse
- Specialist Nurses
- Dieticians
- Physiotherapists
- Occupational Therapists

An Educational Psychologist is allocated to each school. They would normally only work directly with pupils whose needs are felt to be moderate to severe and have not responded well to the interventions previously put in place for them. These children may require a Sen Support Provision Plan or an Education Health and Care Plan. They may also support emotional assessments and well-being sessions.

In order to help understand the pupil's educational needs better, the psychologist will possibly meet with the parent and give feedback after any assessments have been completed.

They will then offer advice to the school and parent/carers on how to best support the pupil in order to take their learning or specific needs forward.

What training is the staff supporting children and young people with SEND having or had?

Staff have received training related to SEND.

This includes:

- Level 1 Autism training and two staff have received lead practitioner training
- Training from PSS, including supporting staff with reciprocal reading, precision teaching, Dyslexia Awareness and Cued spelling
- Training on Dyslexia and Dyspraxia awareness, Words first and Anne Locke, delivered by the SENCO
- The school SENCO has achieved their postgraduate certificate at the University of Birmingham in Special Educational Needs Co-ordination
- Annual Injector Pen/Allergy, Asthma training and Epilepsy in-line with LA expectations (all staff)
- Attachment theory from our Educational Phycologist
- Shape Coding from our Speech and Language Therapist

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

Activities and school trips at Bordesley Green Primary School are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggest that an intensive level of 1:1 support is required, a parent or carer or designated teaching assistant will be asked to accompany the child during the activity in addition to the usual school staff.

How accessible is the school environment?

- As a school we are happy to discuss individual access requirements.
- If you have a child with physical difficulties, we strongly advise that you visit our school to ensure it is right for your child. We are an old Victorian building with many stairs and no option for stair lifts.
- We have an accessibility plan on our school website.
- We have a portable ramp to enable wheel chair users to access the building.

How will the school prepare and support my child when joining Bordesley Green Primary School or transferring to a new school?

Bordesley Green Primary School understands what a stressful time moving school can be. Therefore, many strategies are in place to enable the pupil's transition to be as smooth as possible.

On entry:

- A planned programme of visits is offered for the Summer and Autumn terms, for pupils starting nursery and reception in September. This is to familiarise themselves with their new environment and so we, as a school, can get to know your child.

- Parents/Carers are invited to the transition meetings at school so they will know what to expect when entering nursery and reception. The school SENCO will discuss any concerns about the children moving up, either with the previous settings SENCO, staff completing visits and parents.

- For new in-year admissions to our school, the family will have an initial meeting with the Head teacher. If at the meeting, additional needs are identified, further meeting will be arranged. These meetings will ensure the most effective and positive start for your child.

Moving into a new year group in their school:

- Previous class teachers will meet with the new class teacher to learn about any children they are receiving with additional needs. They will share strategies and share important information which will support the child.
- The SENCO or their team will work closely with children who are vulnerable at times of change, to ensure everything is as smooth and stress-free as possible.
- Parents will also be informed of all the support given and advice on how to support the transition at home.
- Children will go into class immediately; during the first two weeks, assessments will be completed and support to build relationships given. If children need additional English support they will go into our nurture groups, where they are taught basic English skills.

Secondary transition

- Our learning mentor works with year 6 children who are anxious about the move to secondary school and discusses any concerns they may have.

- Secondary school staff visits pupils prior to them joining their new school.

- The school SENCO meets, or has phone conversations about, children with SEND. This is to pass on important information.

- Children attend a transition day at their new secondary school in the summer term.

- Additional days are planned for those children who are deemed to be more vulnerable.

- A transition pack is created for the more vulnerable pupils so they can familiarise themselves with their new setting over the summer holidays.

How are the school's resources allocated and matched to children's Special Educational Needs?

- The SEN notional budget is allocated each financial year. The money is used to provide teaching, additional support or resources dependant on the individual's needs.

- Further support or resources may be allocated to your child, following assessments by school staff or outside agencies.

- Funding may be used to buy specialist equipment or support.

- Individual pupil premium payments are used to support the pupil's learning.

How is the decision made about how much support my child will receive?

- Each year group, along with the support from the teaching assistants, will decide and agree the level of support needed in consultation with the Assistant Head Teacher and the SENCO. This may take the form of additional, individual or small group support in class or in other focus groups tailored to the pupil's needs.

- During their school life, if further concerns are identified due to a decline of progress or wellbeing, then other interventions will be arranged.

- Parents/carers will be notified at parents' evenings about any additional support a child may need or is having.

- We aim to provide the very best support with the resources we have and the in line with the expectation of reasonable adjustment.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher during parents' evenings
- Discussions with the school SENCO, head teacher, deputy head and other professionals
- An invitation to SSPP and EHCP reviews, to revise their child's plan.

Who can I contact for further information?

If you wish to discuss your child's educational or pastoral needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- The head teacher – Mr K Holmes
- The deputy head – Miss L Burgess
- The assistant head teachers- Mrs C Denton (Nursery, Reception and Year 1), Miss C Dovey (Year 2 & 3) and Miss E Pennington (Year 4, 5 & 6)
- The Inclusion leader/SENCO- Miss C Dovey Or Assistant SENCO- Mrs Akhtar

Appointments can be made with any of the people through the school office.

TEL: 0121 772 1601

I hope this has answered any queries you may have but do not hesitate to contact the school if you have further questions.

To find out about the Birmingham Local offer for Special Educational Needs (SEN) visit the https://www.localofferbirmingham.co.uk/

We aim to ensure that SEND at Bordesley Green Primary school reinforces the UN Convention on the Rights of the Child. These articles apply to the teaching and provision of SEND.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.