



Special Educational Needs - Local Offer/SEN Report

Our Mission Statement

At Tranmere Park Primary School we believe 'Everyone included, everyone kind'. All children are encouraged to become independent learners through our inclusive ethos, personalised curriculum, which in turn encourages our children to become pro active learners, developing a positive growth mind set to accomplish tasks and challenges they face. We work together as a team to provide a quality learning environment and to ensure all pupils achieve to their full potential.

All SEND provision is overseen by the Senior Leadership Team and is co-ordinated by the Special Educational Needs Co-ordinator (SENCO). Provision is reviewed regularly throughout the year and reported to the governing body regarding individual needs, how these are being met through the use of the SEN budget.

The Special Educational Needs Co-ordinator – Mr Daniel Beech
The Special Educational Needs Governor – Dr Barbara Burke

Child Protection Officer
Mrs Alison Hodgson – Deputy/Co-Headteacher
Mrs Debbie Martin – Learning Mentor

Designated LAC Officer - Mrs Alison Hodgson
The Learning Mentor - Mrs Debbie Martin

Roles & Responsibilities of the Special Educational Needs Co-ordinator (SENCO)

Our SENCO is responsible for the operation of the Special Educational needs Policy and co-ordination of specific provision made to support individual children with SEN.

There is in close liaison with staff, to ensure there is rigorous monitoring of individual pupil's progress, which leads to the development of planning for further interventions where progress is slower than expected.

We have wide range of out of school agencies who we may contact when we need specific or more substantial support. This may be advice from Educational Psychologists, Speech and Language Therapists to Complex Needs Teams. We also have access to work with Extended Services provided through the Aireborough Cluster who provide services such as family support workers, inclusion worker or support with counselling/therapeutic work. In addition we have access to the North West Area Inclusion Partnership (NWAIP) who support schools with children who present with challenging behaviour or require additional support.

The Children and Families Act was passed in March 2014 and makes a wide ranging reforms to services for children and young people, including services for children and young people with special educational needs and disabilities (SEND). The local offer is one of the new requirements of this Act.

What is the Leeds Local Offer?

The new laws require local authorities to publish information about all services in the area for children and young people with SEND aged 0-25, in one website. This includes all health,

education and care services and they have a legal duty to help make this happen. Schools must publish detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN. The information includes arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being less favourably than other pupils.

The Leeds Local Offer website uses a specialist search engine that will return information about the support and services available in Leeds for children and young people.

For further information about the Leeds Local Offer follow:

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

If you would like advice and information about how to use the Leeds Local Offer please contact the Leeds SEND Information Advice Support Service (formerly Parent Partnership Service). The team can provide you with general information about services for SEN and disabilities and advise you. Leaflets and downloads can also be posted out to you. For expert advice on any of the services shown in the Leeds Local Offer please use the contact details that each specific website provides.

You can call the Helpline on 0113 3951200 or send an email to: sendiass@leeds.gov.uk

What is SEND?

The department for education's definition of what Special Educational Needs (SEN) is:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities.

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

What to do if I think my child or young person may have special educational needs?

There are many different agencies to support – School, GP or health visitor.

Your child may have a need related to:

- Speech and Language
- Cognitive Development
- Hearing/Vision
- Physical Development
- Medical Need
- Social/ Emotional

School will know if your child requires extra support as concerns may be raised by teachers or teaching assistants. They may have made limited progress or there may be changes in your child's behaviour, attitude or progress. The whole school has a responsibility for identification and review of pupils needs in line with the 'Code of Practice' 2014. Any children who are identified as having SEND will be placed on our SEND register.

If you feel your child has a need or you feel they are not making progress, their class teacher is the initial point of contact. We can then arrange for a meeting with the SENCO, Daniel Beech and the class teacher to discuss your concerns and plan for appropriate support. This may involve a short interim action such as an intervention to address any of the specific needs. If progress continues to be slow it may require more specific targets to be set through a Pupil Profile/Individual Behaviour Plan or may involve other external professionals.

How will school support my child or young person's learning?

Each pupil's education programme will be planned by the class teacher. It will be differentiated according to the pupil's needs through 'quality first teaching'. Our curriculum is differentiated in many ways. To ensure all pupils can access our curriculum teachers may provide the use of additional resources, general support by the class teacher or teaching assistant, along with close liaison between home and school.

If pupils have a need related to more specific learning such as speech and language, emotional and social issues, literacy or numeracy skills then the pupil will be placed in a small focused group or even be supported 1:1. These interventions will be specific to the child's needs and will be run either by the teacher or teaching assistants. Interventions are regularly monitored which leads to a 'graduated approach' of 'assess, plan, do and review'. Targets are reviewed and set in liaison with pupils, parents and school, which will form a 'pupil profile'. These are monitored by the class teacher. This process ensures there is adequate progress made and measures the effectiveness of the intervention. Parents are informed of their child's targets through pre and post intervention letters, which are sent home on a termly basis. In addition parents are invited in to discuss their child's progress. This enables parents to clearly see the purpose of the interventions, whilst having the opportunity to contribute to their child's learning at home by actively engaging in comments about the progress made and developing ideas towards their child's next steps.

Children are also asked to contribute to their learning through the use of pupil mentoring sessions with teachers and teaching assistants. Staff also complete pupil mentoring review pro-formas which indicate and comment on all children's progress, noting who is on track or may need extra support during the following term.

All interventions are recorded on the school provision map, which comments on the staff who are involved, timings, next steps. All staff meet with the SENCO or Assessment Co-ordinator on a half termly basis to share and discuss progress.

Some pupils may require support from external agencies. This is dependent upon the progress each pupil makes. Therefore, after a series of assessments, observations, monitoring of progress and the delivery of interventions within school, requests may be submitted to appropriate external agencies with parental consent. As part of this process parents will be invited into school to discuss their views of the child's learning and possible outcomes they would like to be achieved.

Depending on the need, external agencies will observe, guide and support school in reviewing targets, which again will be monitored and reviewed with parents.

Parents of children who are accessing support from a number of external agencies maybe offered an Early Help Plan, which ensures all agencies involved attend regular meetings to review progress and plan outcomes.

If your child's difficulties continue to present a barrier to their learning, school or parents may decide to have a Statutory Assessment. If this assessment shows that the level of needs meet the criteria, this may lead to an Educational Health and Care Plan.

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

After the delivery of 'quality first teaching,' work will be planned and differentiated by the class teacher to enable pupils who are making less progress to access the curriculum more easily. Pupils may be placed in groups and differentiation may be supported through the following:

- Additional time to complete tasks
- Word/spelling/questioning maps
- Seating position
- Using technology to aid recording of work e.g. iPads, Fizzbooks etc
- Check list
- Visual timetable
- Writing frames

In addition, teaching assistants may be allocated to work with a pupil in a 1:1 situation or small group to target more specific needs. If additional equipment is required, this will be provided to ensure all pupils can access the curriculum to the best of their ability. Targets set will also be encompassed into the daily routine.

What support will there be for my child or young person's overall well-being and social, emotional and behavioural development?

Our school offers a wide variety of pastoral support for both pupils and parents. We are an inclusive school, welcoming and celebrating diversity. The class teacher has overall responsibility for the pastoral and social care of every pupil within their class.

We have a very positive approach to all types of behaviour with a clear behaviour policy and reward system that is followed by all pupils' and staff. Safety and care of our pupils is paramount. If a pupil has behavioural difficulties, an Individual Behavioural Plan is written alongside staff, parents and pupils. We also carry out specific risk assessments for individual pupils (IPRAs) where appropriate. We have a designated Learning Mentor who works closely with all staff, pupils and parents.

We support our pupils by having:

- Members of staff who are designated to Child Protection.
- Attendance officer – Our Learning Mentor is our attendance officer who ensures and monitors pupil's attendance through registers, phone calls to parents and liaisons with the Aireborough Learning Alliance to keep up to date with systems.
- A comprehensive bullying and inclusion policy.
- SENCO who ensures all sensitive information is passed onto appropriate staff.
- Working with outside agencies such as Pupil Development Centres (PDC).
- Informing staff of medical needs for individual pupil's within their class.
- Pupils take part in weekly PSHE lessons.
- Pupils take part in SRE and drug awareness lessons.
- Pupils can discuss problems with the Learning Mentor on a daily basis if required. Pupils write their concerns and the Learning Mentor checks them daily to ensure most issues are resolved during that day.
- Pupils with behaviour, social and emotional difficulties are supported by play buddies.
- Pupils with behavioural difficulties have an IBP and IPRA.
- Pupils may take part in interventions to develop self-esteem.
- School encompass themed weeks related to health and well-being
- School has an anti-bullying policy and again encompasses activities around this issue through themed weeks.
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- Parents have the opportunity to complete 'Speak Up Letters' to the Learning Mentor, which enables her to pick up any pupils who might be having problems with school or have difficult family circumstances.
- Learning Mentor has daily 'Drop in' sessions for parents. Parents discuss any issues regarding school or personal issues. SENCO can also consider possible outside agencies to support.
- Learning Mentor runs an adoption support network twice a year.

If pupils have a medical need:

- Pupils will have a detailed Individual Health Care Plan and will be complied with support from parent's/carers, the school nurse or outside agencies.
- All staff are made aware of pupils needs through liaisons with SENCO/parents/Health Services and are noted in the staffroom through a TLC display.
- Where necessary and in agreement with parent's/carers, prescribed medicines are administered in school, but only where a signed medicine form is in place to ensure the safety of both pupils and staff and the medications need to be given 4 times a day of more (or at a time specified by a medical professional).
- Numerous staff have paediatric first aid certificates.

Child Protection:

- All staff have received training in Child Protection and will act accordingly to any safe guarding issues through our school policy.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

Links and partnerships are developed with outside agencies to provide and advise teachers to meet the pupil's needs. These may include:

- Educational Psychologists
- Speech & Language Therapists
- Pupil Development Centres
- Child Protection advisors
- Social Services
- Inclusion team
- CAMHS
- Orchard Centre
- Adoptive Parent Support Group
- Pupil Premium Support Group
- Leeds SENIT Team – Family support worker, inclusion worker
- OT
- Physiotherapists
- Aireborough Cluster Partnership
- North west Area Inclusion Partnership
- TAMHS
- Stars Team

What training and development is done by staff supporting those with SEND?

Staff members are kept up to date by attending relevant SEND courses through external and in house training. These include:

- Phonics

- ABA/PECS
- Early Literacy & Numeracy Skills
- Fresh Start
- Springboard
- Numicon
- Catch up Numeracy
- Behavioural, Social & Emotional Support
- Support TAs as writer
- Paediatric First Aid
- Talking and drawing
- Bereavement counselling
- Speech & Language
- Talk Matters
- Attachment
- Cerebral Palsy
- Safe Handling and Moving
- SENCO Network Meetings

Miss Beestin has gained the qualification 'National Award for Special Educational Needs Co-ordinator'.

How will my child be included in activities outside the classroom?

- All pupils at Tranmere Park have the opportunity to participate in educational visits, residential and attend school clubs.
- Risk assessments are carried out and procedures are put into place to ensure all children can participate. Parents are encouraged to discuss with staff any concerns they have and procedures which may need to be put in place before the event. However, if it is deemed that an intensive level of 1:1 (or higher) support is required, a parent or carer may be asked to accompany the pupil during the activity.
- PE lessons are suitably adapted, where possible, to ensure inclusion for all and appropriate risk assessments will be in place. In addition, any advice or programmes suggested by physiotherapists or occupational therapists will be adapted into these sessions.
- When choosing roles and responsibilities within school we ensure all pupils who have a need are not treated less favourably and have opportunities to take part in groups such as sports/school councils.

How will the school help children and young people transfer to the phase of education?

We use a variety of methods to ensure all pupils have a smooth transition:

- Prior to entry into Reception staff arrange nursery visits, hold new parents evenings, and arrange pupil/home visits. In addition and where appropriate, once a school place has been confirmed, the SENCO will contact nurseries to ensure prior information is received or attend review meetings to establish specific needs so adaptations to the environment, staffing, the organisation of training etc can be made before entry to the school.
- Discussions take place between the previous or receiving school prior to pupils joining or leaving.
- Each Key Stage within school has a transition parents evening. In addition, if parents feel they would like an additional meeting between class teacher, SENCO and themselves, this can be arranged. SENCO ensures all pupil details are transferred to the next class teacher.
- All pupils within school attend transition mornings where they spend time with their new class teachers and teaching assistants.
- Additional visits are arranged for pupils who require extra time in their new class/school.
- SENCO and class teachers attend review meetings to ensure next steps are discussed and targets and outcomes are achievable for the next phase of each individuals needs

- SENCO liaises with other SENCOs from receiving school/secondary schools so sharing and gathering of information can take place regarding levels/needs for children with SEND. Staff from these schools may be invited to a review meeting for these pupils. The SENCO can arrange for parents to meet new members of staff from the receiving school to discuss concerns and their child's needs and new routines. In addition, the head of Year 7 liaises with our Year 6 staff through an additional transition meeting.
- Learning Mentor/Year 6 staff arrange additional visits to selected secondary school if required.
- Pupil's have opportunities within year 5/6 to attend organised event days to some secondary schools.

Staff have the opportunity to attend training prior/whilst your child attends school. In addition, we liaise closely with external agencies to give us advice on risk assessments, accessibility to the building and availability of appropriate equipment.

Mr Beech, the Learning Mentor and Headteacher are always available to discuss any issues or concerns.

How are the schools resources/funding allocated?

Information on how we use and allocate out Pupil Premium can be found on the school website or by contacting the school office.

The notional SEN budget is allocated each financial year. Money is used to provide resources, staffing, interventions and training. The school receives funding on a national formula per pupil. Blocks of £6,000 are added to support SEND pupils depending in the number of pupils who meet the criteria and are on the school's SEND register. In addition, school can apply for 'top-up funding' through Funding for Inclusion (FFI). This process takes place in Reception, Year 1, Year 3 and Year 5, but is subject to a strict set of criteria issued by the authority. This extra funding maybe used to buy further equipment, resources, staffing to provide 1:1 intervention programmes, CPD for staff or used to buy 'traded services' from external providers. The SENCO is responsible for the provision of the SEN resources in collaboration with the subject-lead teacher. Funding for this is taken from either the notional SEN budget or that of the specific subject.

How accessible is the school?

The school has developed its provision to ensure all pupils who request a place at our school have the opportunity to be included within full time main stream schooling. The Foundation Stage Unit has a flat accessible decked entrance, which leads into a large play area. Inside provision is adapted accordingly and has a disabled toilet. Within the main build there is a care suit, equipped with suitable facilities, which are accessibly by wheelchair. Access to the main building is either through the front or rear entrance, again enabling wheel chair access to all areas of the school building. There is a disabled car parking space within the school car park. In addition, we also have the facility to collaborate with specialist access officers who suggest recommendations on how best to adapt our environment to ensure access is available for any child and is specific for their individual need.

How are parents and carers involved?

- There are close links between class teachers, SENCO, Learning Mentor and Headteacher. Parents are invited to contribute to their child's learning through involvement of verbal feedback, IBP, Intervention feedback, Pupil Mentoring, attending parent evenings and review meetings both with SENCO and outside agencies
- Parents within EYFS are encouraged to contribute to their child's Learning Journey. We ensure all parents have the opportunity to have a home visit to establish a clear understanding of their child's needs and interests.
- Parent consultation evenings.
- Home school agreement.
- Home school communications – Home/school dairies/planners, Tranmere Times, parent report slips, end of year parent questionnaires.

- Social media – website, emails, texts, twitter.
- Involvement with the wider community of school life such as PTA events.
- Attend curriculum events/assemblies/performances.
- Responding to school surveys/parent voice/events and forums.

If a parent is not satisfied with the provision within school please refer to the complaints policy on our school website.

Who can I contact?

Tranmere Park Primary School
 Ridge Close
 Tranmere Park
 Guiseley
 LS20 8JJ
 Contact Number 01943 875050

Mrs Kirsten Finley – Headteacher
 Mrs Sanderson – School Business Manager secretary@tranmerepark.leeds.sch.uk
 Miss Daniel Beech – SENCO senco@tranmerepark.leeds.sch.uk
 Mrs Debbie Martin – Learning Mentor.

Further information:

Visit our School Website: www.tranmerepark.leeds.sch.uk
 Links to school policies: Admissions, SEN, Inclusion, Dyslexia, Equalities, Health & Safety, Child Protection, Behaviour, E-safety

Other Useful Websites:

Leeds Local Offer www.leeds.gov.uk/localoffer
 Scope - www.scope.org.uk
 Mindmate - <https://www.mindmate.org.uk>
 ALP - www.aireboroughlearningpartnership.co.uk
 Leeds SEND Information Advice and Support Service (formerly Parent Partnership Service) -
 Contact 0113 3951200 or send an email to: sendiass@leeds.gov.uk.
 Support for SEMH Leaflet within Leeds -
<http://www.leeds.gov.uk/docs/SEMH%20local%20offer%20quick%20guide.pdf>
 The Leeds Special Educational Needs and Disability (SEND) Information Advice Support Service (IASS) offers impartial advice about any kind of SEND, including SEMH needs, to families in Leeds: www.leedssendiass.co.uk
 The Leeds Family Information Service has details of all kinds of support and services for families in Leeds: www.familyinformationleeds.co.uk or call 0113 24 74386.

Reviewed September 2018
Next Due for Review September 2019