



Bader Primary School Local Offer



THE SUPPORT YOU CAN EXPECT FOR YOUR CHILD

Bader's Local Offer is information for parents, carers and people who support pupils with Special Educational Needs (SEN). The Local Offer will outline the support and provision that parents and carers can expect to receive for a child with SEN. All Stockton local authority maintained schools have a similar approach to meeting the needs of pupils with SEN and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

SCHOOL LEADS: Mr Feasey (Head Teacher) + Miss King (SENDCO)

School based information	Staff	Summary of responsibilities
<p>Who is the best person to speak to about my child's difficulties with SEN at Bader Primary School?</p>	<p>The Special Needs Co-ordinator (Sendco)</p>	<ul style="list-style-type: none"> -Co-ordinating SEN support within school and developing school's policy to ensure that all children with SEN get a consistent, high-quality response to their needs. -Liaising with external agencies within school to support with children with SEN (Educational psychologist, speech and language etc.) -Updating the school's SEN register and monitoring the SEN Tracker. -Providing support and advice for staff in supporting children with SEN. -Ensuring that parents are involved in: <i>Supporting with their child's learning</i> <i>Reviewing their child's progress</i>

		<i>Planning ahead for their child</i>
	The Class Teacher	<p>They are responsible for:</p> <ul style="list-style-type: none"> -Checking the progress of your child -Identifying, planning and delivering any additional support your child may need -Monitoring delivery of additional support from other staff within school. -Ensuring that the SEN Teaching and Learning Policy is followed within the classroom
	The Headteacher	<p>They are responsible for:</p> <ul style="list-style-type: none"> -The day to day management of all aspects of school including the provision and support provided for children with SEN within school. -They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met. -Keeping the governing body up to date about any SEN issues within school
	SEN Governor and Chair of Governors	<p>They are responsible for:</p> <ul style="list-style-type: none"> -Making sure that any additional support required for children in school with SEN is provided.

Identification and intervention are essential when supporting a child with Special Educational Needs. The SEN children at Bader will get support that is personalised and specific to their individual needs.

	Types of support provided	What does this mean?	Who can get this kind of support?
What are the different types of support available for children with SEN at this school?	Quality First Teaching	<p>High Expectations - Teachers have the highest possible expectations for your child and all pupils in their class.</p> <p>Planning for Progression - all teaching is based on building on what your child already knows, can do or can understand.</p> <p>A wide range of learning opportunities Children to be given the opportunity to learn in different ways - co-operatively, independently, kinaesthetically etc.</p> <p>Specific strategies Teachers to use specific strategies suggested by external staff such as our Educational Psychologist to support your child's learning.</p> <p>Visible Learning See below http://bader.org.uk/heads-message/</p>	All children within school receive this.
	<p>Within School Intervention You will be informed should your child</p>	<p>Reading Recovery- Within school we have a trained</p>	Any child who has specific gaps in their learning.

	<p>begin any of the interventions detailed. A discussion of progress on these interventions will take place at your Structured Conversation - however should you wish to discuss interventions before this then please contact either the SENCO or your child's class teacher.</p>	<p>Reading Recovery teacher who works in supporting children in reading. This would mean that your child works 1:1 for 30 minutes 5x week.</p> <p>BRP- BRP Intervention is a reading intervention to support children in Years 2-6. This would mean that your child works 1:1 for 20 minutes 3x week.</p> <p>FFT- FFT Intervention is a combined reading/writing intervention. This would mean that your child is supported 1:1 or 1:2 for 30 minutes 4x week.</p> <p>Numicon Bader Primary is a Numicon School. This means that Numicon equipment is available within the classroom. As well as this we have Numicon intervention groups running throughout school. This would mean your child is supported 5:1 for 1 hour per week.</p> <p>Lexia As a school we have 1:1 Chromebooks. Lexia is a programme designed to support children's reading and spelling. If your child receives a Lexia intervention this is completed independently however it is monitored by your child's class teacher.</p>	
	<p>External Interventions Should your child need intervention</p>	<p>Educational Psychologist At Bader we have an educational</p>	<p>Children who have specific barriers that cannot be overcome by quality first</p>

	<p>from an external agency then we will discuss this with you and there may be permission forms to sign. If you should feel your child may need this support but you have not yet been approached, please contact the SENCO or your class teacher.</p>	<p>psychologist who comes in to support once per month. The EP observes children and recommends next steps to class teachers and parents.</p> <p>Speech & Language As of September 2016 we will also have a speech and language therapist working at Bader for half a day weekly. This will be to support with speech and language difficulties.</p> <p>Place2Be Place2Be will be working in school for 2.5 days per week. They offer counselling and play therapy to support children's emotional wellbeing. They also offer support to parents and adults working with children with emotional needs. See https://www.place2be.org.uk/ for more information.</p>	<p>teaching and intervention groups.</p>
	<p>Education, Health and Care Plan</p>	<p>The school, or yourself, can request that the Local Authority carry out a statutory assessment of your child's needs.</p> <p>This is a legal process and you can find out more about it on Stockton SEN's Local Offer:</p> <p>https://www.stockton.gov.uk/children-and-young-people/children-with-special-educational-needs-sen/</p> <p>After information has been gathered about your child from school, yourself</p>	<p>Children with severe, long-term and more complex needs.</p>

		<p>and any external agencies, the Local Authority will then decide whether they think your child's needs seem complex enough to require a statutory assessment.</p> <p>Should your child require an EHCP this will come in draft form initially to allow you to check that you are happy with the provision outlined. This will then be formalised.</p>	
--	--	---	--

<p>How are teachers in school supported to work with SEN and what training do they have?</p>	<p>The SENCO's job is to support the teachers in planning for children with SEN. SEN.</p> <p>The school has a SEN professional learning log and action plan. Staff are encouraged to request should they feel they need specific report.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the specific needs of their class.</p>
<p>How will teaching be adapted to meet my child's needs?</p>	<p>Quality first teaching will mean that teachers adapt to all children's needs within their class.</p> <p>Support staff will support your child's needs within the classroom when required.</p> <p>Technology will be available to support your child's needs.</p> <p>Specific strategies and plans will be devised to support your child's needs.</p>

<p>How will we measure the progress of your child in school?</p>	<p>Your child's progress is continually monitored by his/her teachers and the Senior Leadership Team, Termly, through pupil progress meetings.</p> <p>His/her progress is reviewed formally every term against age-related expectations.</p> <p>The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</p>
<p>What support is available as a parent with a child with SEN?</p>	<p>At Bader we hold Structured Conversations termly, this is an hour long parent meeting to discuss the progress and needs of your child.</p> <p>You are also welcome to book meetings with your child's teacher or SENCO.</p> <p>Stockton Local Authority offer an information and advice service to answer any questions you may have.</p> <p>https://www.stockton.gov.uk/children-and-young-people/children-with-special-educational-needs-sen/what-to-do-if-you-think-your-child-has-special-educational-needs/special-educational-needs-and-disability-information-advice-and-support-service/</p> <p>All information from external agencies will be discussed with you and the person directly, e.g. the EP.</p>
<p>How will we support your child in promoting their self-esteem?</p>	<p>Throughout school we teach SMSC as part of the curriculum.</p> <p>Place2BE support is available for any children or parents with anxieties or concerns.</p> <p>Place2BE support is also available to support teachers in supporting children in their class with low self-esteem.</p>
<p>How have we made Bader a supportive environment accessible to children with SEN?</p>	<p>We ensure that equipment used is accessible to all children regardless of their needs.</p>

	<p>Key words and literacy resources are used across the school to support learning.</p> <p>All children have a 1:1 Chromebook - this can offer apps/websites to support individual children.</p> <p>We offer a variety of after school clubs e.g. cooking, performing arts, choir, Boot Camp, netball, craft, football etc.</p> <p>Staff use visual timetables when children in their class need them.</p> <p>Pupils are in ability groups for phonics across Key stage one meaning teaching caters for their specific need.</p> <p>Access to Occupational Therapy & Physiotherapy advice. TAs are trained to implement programmes.</p> <p>Coloured overlays/pencil grips are available to support with reading and writing.</p> <p>Numicon is available to support with Maths.</p>
<p>How will we support your child when transitioning to another area/school?</p>	<p>We recognise that ‘moving on’ can be very difficult for children with SEN. We aim to make the experience as easy as possible for them.</p> <p>If your child is moving child to another school:</p> <ul style="list-style-type: none"> - We will contact the school SENCO and ensure he/she knows about any special arrangements or support needed for your child. - We will make sure that all records about your child are passed on as soon as possible. <p>When moving years in school:</p> <ul style="list-style-type: none"> - Information about your child will be shared with their new teachers - If your child would be helped by a personalised plan for moving to another year, we will put this in place.
