



Meeting:	Curriculum & Standards Committee Meeting
Date of Meeting	13.11.19
Agenda Item	10.2
Action Required	For information and Approval
Document	10B

Claycots Primary School
SEND Local offer

Who to contact

Executive Headteacher:

Mr Andrew Griffin

enquiries@claycots.slough.sch.uk

SENCOs

Miss R. Austin (Britwell Campus)

Miss S. Squires (Town Hall Campus)

Contact Telephone

01753521215 (Britwell Campus)

01753 531415 (Town Hall Campus)

Where to go

Claycots (Town Hall Campus)

Bath Road

Slough

Berkshire

SL1 3UQ

Claycots (Britwell Campus)

Monksfield Way

Slough

Berkshire

SL2 1QX



An Overview of the School

Claycots is a thriving and well-respected primary school with a reputation for excellence and high achievement with over 1750 pupils aged 3 – 11 years. Claycots is situated on two campuses. Our Britwell Campus educates pupils from 2-year-old childcare through to Year 6 and our expanding Town Hall Campus currently provides a nurturing and inspiring education for pupils from Nursery to Year 6. Both sites are continuing to grow and develop to meet the needs of the communities we serve.

We are a very culturally rich, diverse and inclusive school that strives to support all children to enable them to make the best possible progress and achieve their full potential. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals and provide strategies and interventions to make sure that all children receive the support they need to be inspired to strive to be the best that they can be.

Town Hall campus is a large open plan campus built over three floors. Intervention areas are in open shared spaces. There is one lift to access all floors and an accessible toilet on each floor. Britwell is a much larger site, all on one level and with large open areas. Intervention spaces are dedicated areas for targeted children.

Special Educational Needs Policy

Claycots SEND/Inclusion Policy is available on our website

<http://www.claycots.com>

Alternatively, a hard copy is available upon request at our school office. All other related policies/documentation can also be found by selecting the appropriate tab from the policies menu after clicking on the link above.

Other documentation available on our website that will be particularly relevant in relation to SEND is:

Teaching and Learning Policy

Equal Opportunities

Behaviour Policy

Complaints Policy

The Slough Borough Council Local Offer can also be accessed using this link: www.servicesguide.slough.gov.uk

Teaching and Learning

How will the teaching be adapted for my child with learning needs (SEND)?

- Claycots provides quality first teaching for all pupils. Teachers plan lessons according to the specific needs of all groups of children within their class, and will ensure that your child's needs are met.
- Support staff will assist and support with your child's learning in the classroom where appropriate.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Teaching and support staff will work together to plan, assess and review how well pupils are doing, set targets and next steps to meet your child's needs.

Identifying and Assessing Special Educational Needs

How will the school know if my child needs additional help and how will the school share information with me?

We may find that a child needs additional help if concerns are raised by a parent/carer, by the child's teacher, or by the child. We may also be alerted to the needs of a child by liaising with a pupil's previous setting or school.

Regular analysis of children's progress data by senior leaders means that we quickly pick up if a child in any age group is making limited progress. Sometimes, other professionals, for example, in Health or an Early Years setting, may notify the school of any concerns. Parents can approach their child's class teacher at any time if they are worried about their child. They are kept informed at all stages in the process of identification and assessment of needs. Parents are invited to meet the SENCO and participate in discussions of support planned for their child. Parents can obtain advice on how to help at home with any particular aspect of parenting, e.g. managing behavior setting boundaries at home from a member of the Family Support Team. Further assessments may involve a specialist such as the school's Educational Psychologist or Speech and Language Therapist.



Involving Parents/Carers and Children and Young People (CYP) in Planning and Reviewing Progress

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- The class teacher will implement any required strategies and oversee, plan, work and set targets with each child with special needs in their class to ensure that progress in every area is made. These will be regularly reviewed.
- We will inform you if we think your child has additional needs and needs support from small group interventions.
- At parents evenings and at other times teachers will work with parents to set and review targets to support your child. Parents can request to see the SENCO at any time by calling the school office and asking for an appointment. At the Britwell Campus this is Miss R Austin, at the Town Hall Campus this is Miss S. Squires.
- Some small group interventions may be used to support children to progress. These may be run by a teacher or teaching assistant. Your child's class teacher should tell you if this is happening.
- Parents can access advice on how to support learning at home at any time from the class teacher, Year Leader, Assistant Head Teacher responsible for your child's phase or a member of the Inclusion and Wellbeing Team.
- Regular contact between home and school, e.g. home/ school book, phone calls, meetings.
- Individual pupil/ teacher conversations.
- Pastoral Program (PSP) meetings and/or TAC (Team around the child meetings).
- Family Support Worker dedicated to support families.
- Child and Family Worker.
- We will investigate any concerns raised. This may be accomplished in a variety of ways such as class observations, discussions with the pupil, parents and staff, tests and assessments.

Measuring Children's Progress

How will the school know how well my child is doing and how will they inform me about this?

The class teachers monitor each child's progress and will discuss this with the SENCO and the parent/carer. Class teachers meet with senior leaders every half term to discuss progress of children and will flag up any children they are worried about to the SENCO. The class teacher considers each child's targets as agreed with the parent/carer and records these on an individual education plan (IEP). We measure progress partly by using point scores for all the pupils and partly by considering a pupil's Individual Education Plan targets. We may use a home/school book to keep parents/carers informed and also to receive their comments and questions. Pupil Progress Meetings, Individual Education Plans and Group Education Plans are in place to track the interventions each pupil receives and the Inclusion and Wellbeing Team monitor the impact of the interventions in this way.



Additional Support

What different types of support are available to children with SEND?

At Claycots aim to identify children who may be having difficulties as early as possible and provide a graduated response to supporting our pupils with additional needs. We are aware of our statutory duties as specified in the SEND Code of Practice and the Children and Families Act, 2014

All pupils should receive quality first teaching and support from their class teacher. If children are receiving good quality teaching and differentiated learning opportunities, then they may not need any additional support.

If children do not progress quickly enough despite quality first teaching and differentiated learning then Claycots may also provide small group learning or specific interventions. The intervention groups are tailored to the specific needs of the children and are monitored closely for effectiveness.

For children with emotional or behavioural difficulties the school has a small Pastoral and Family Support team to support the children's wellbeing and behaviour.

At Britwell campus The Hubble has been set up to accommodate children with Autism and Social Communication needs. This is run by a specialist teacher and support staff, who plan differentiated skills which support the children's needs, and that they can transfer into their classroom.

If children have complex needs or difficulties or have not progressed despite support in school, Claycots may need to seek additional advice and support from other professionals such as the Speech Therapist, Occupational Therapist, Physiotherapist, CAMHS. Claycots has service level agreements with the Educational Psychology service and Social, Emotional and Behavioural Outreach Service.

Sometimes children need more support than can be provided by school without additional funding from the Local Authority. At these times the SENCO, working with parents and other professionals will make an application for Statutory Assessment for the child to ask the Local Authority to consider issuing an Education Health and Care Plan for the child.

If you feel that your child needs and Education Health and Care Plan, please contact the SENCO to discuss this.

Parents also have the right to ask the Local Authority for a Statutory Assessment in their own right. Parent Partnerships in Slough will support with this.



Extra Activities

Claycots offer a range of extra-curricular activities and clubs, which are subject to change from time to time. Please check with the school office to make sure you are receiving the most current information.

In addition to this, all pupils take part in planned educational visits in their year groups. Special arrangements are made on an individual basis to ensure that all children with SEN are able to access clubs and educational visits.

Meeting the Emotional Needs of CYP with SEN

- Appropriate curriculum and provision underpins the social and emotional wellbeing of the pupils at Claycots
- Positive handling plans (PHPs) are drawn up to support individual pupils
- Social, Moral, Cultural, Spiritual activities are planned for within each subject.
- PHSE is taught throughout the whole school.
- In addition to this achievement and success is regularly celebrated in class, during whole school assemblies and in the form of certificates.
- The SENCO and PHSE Co-ordinator will work with class teachers and parents to support the emotional needs of children.
- Children with emotional needs and their families are supported via the Inclusion Team. A member of the Inclusion Team will support children and/or their family to access the services. This support may be provided by a member of the school staff or through referring the child and family to the appropriate support - internally or externally.

Keeping Up to Date with Knowledge and Skills

Have any staff received specialist training in SEND?

Miss Squires is a qualified SENCOs. Miss Austin is new to post, she is an experienced teacher, and undertaking her SENCO qualification. Both have experience of teaching mainstream children with SEN and disabilities, and are members of the Senior Leadership Team.

Training for staff is provided based on the current needs of the children.

Transitions

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Careful consideration is given to preparing pupils with SEND for transition at all stages.

- Initial contact is made with the setting previously attended and with the parents as soon as we are notified that a pupil is transferring into our school discuss transitions and any related concerns.
- The SENCO may observe a pupil in their school/setting prior to them taking up a place at Claycots to make sure the school is appropriately equipped to manage the pupil's SEN needs.
- When pupils are changing classes or moving to another school, teachers liaise with each other and with parents/carers; sharing information and preparing the pupil well in advance of the move. Social Stories and transition books are used to support this process if pupils are likely to struggle with these transitions.

In Year 5, the transfer options are explained to parents/carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and the SENCO will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise.

Helpful Contacts

Who should I contact if I have any questions or concerns about my child's SEND?

Your first point of contact in most instances would be your child's class teacher to share your concerns. The Inclusion Team have a wealth of experience and expertise and will be happy to support and advise parents on any SEND, family or safeguarding matters.

The key people to contact are:

- Mr Andrew Griffin, Executive Headteacher.
- Mr Luke Graham, Headteacher (Town Hall Campus)
- Mrs Jude Talbot, Head of School (Interim, Britwell Campus)
- Miss S. Squires, SENCO (Town Hall Campus)
- Miss R. Austin, SENCO (Britwell Campus)
- Mr M Panesar, Community Partnership Manager/Designated Safeguarding Lead
- Mrs J Akinlabe, Chair of Governors.