



Local Offer 2021 - 2022

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Aims

The aim of Claycots' Local Offer is to share how the school identifies and supports children with Special Educational Needs (SEND).

Introduction

Claycots is a thriving primary school with over 1750 pupils aged 3 – 11 years. Claycots is situated on two campuses; Britwell and Town Hall. Both campuses aim to provide a nurturing and inspiring education for pupils from Nursery to Year 6. Both sites are continuing to 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 ensure that pupils with additional needs are identified early and support them through structured teaching, different learning approaches and access to all aspects of school life. We work with a range of 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 areas are in open shared spaces and dedicated areas for targeted children.

Linked Policies

Claycots' SEND 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 Key Document tab after clicking on the link above.

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

- Accessibility Plan and Policy
- Attendance of Pupils with Additional Needs
- Complaints Policy and Procedure
- Equality Objectives
- Positive Behaviour & Anti-Bullying Policy
- Safeguarding and Child Protection Policy

Teaching and Learning

1. How will the teaching be adapted for my child with SEND?

Pupils in the first instance are supported through Quality First Teaching within their year group. 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.

Alongside this, teachers:

- Create specific resources and strategies will be used to support your child individually and in groups.
- Adapt planning on a daily basis if needed to meet your child's learning needs
- Use a range of teaching and learning strategies to support your child's learning
- Where appropriate, use Educational Health Care Plans (EHCP) or Individual Education Plan (IEP) targets to inform planning and to close gaps in learning
- Where appropriate, use external professional recommendations to support learning
- Will effectively deploy themselves and additional adults to ensure every child's needs are met

Identifying and Assessing SEND

1. 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. We follow a process of Assess, Plan, Do, Review (APDR) to ensure we have provided suitable and robust support for pupils.

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 contact 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 through the Family Support Team.

If appropriate, further assessments may involve a specialist such as the allocated Educational Psychologist or Speech and Language Therapist.

2. How can teachers raise a concern?

At Claycots, we have an internal referral form for staff to complete if they have concerns about a child. The referral form covers all four areas of need and includes asking for the views of the parents/carers and the child. Staff are encouraged to implement a range of strategies as part of the APDR process.

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

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

Claycots School strongly believe that parents and children should be involved in all aspects of school life and we take pride in how we communicate with stakeholders.

- 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 parent's evenings and at other times teachers will work with parents to set and review targets to support your child. This will include a termly call or meeting to discuss Individual Education Plans, and targets that are set and then reviewed each term.
- Parents can request to speak with the SENCO at any time by calling the school office.
- 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 or Year Leader, responsible for your child's year group or a member of the Inclusion Team.
- Regular contact between home and school, e.g. home/ school communications, phone calls, emails, meetings.
- Individual pupil/ teacher conversations.
- Pastoral Support Plan (PSP) meetings and/or TAC (Team around the child meetings).
- Annual Review meetings for pupils with an EHCP.
- SEND focused coffee mornings.
- Family Support Worker dedicated to support families.
- 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.
- Involve parents and children in transition meetings and/or activities.

Measuring Children's Progress

1. How does the school monitor progress?

Pupil Progress Meetings are in place to track and monitor interventions pupils receive. Teachers regularly meet with Senior Leaders 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 and records these on an individual education plan (IEP). We measure progress using summative and formative assessment and review pupil's Individual Education Plan targets termly.

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

The class teacher has responsibility for ensuring that every child makes progress. They are parents first point of contact to discuss a child's progress.

We may use a home/school communication such as calls or meetings to keep parents/carers informed and also to receive their comments and questions.

IEP targets are shared with parents/carers ahead of new targets being introduced in class. This gives parents and carers the opportunity to discuss these and be involved with their child's learning.

Parent's evenings are utilised to share information about pupils, their wellbeing and attainment/progress. This is also an opportunity to review progress with IEP targets.

We work closely with external professionals and parents to implement strategies and review the impact. All reports that school receives will be shared with parents and carers.

Additional Support

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

At Claycots we 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 2015, 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 will support them through targeted interventions. We have Learning Mentors to provide specific support in this area.

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:

- Speech Therapist
- Occupational Therapist
- Physiotherapist
- CAMHS
- Educational Psychologist
- Littledown School behaviour outreach service
- Specialist advisory teachers for moderate learning difficulties, ASD pupils or pupils with a hearing or vision impairment

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/carers and other professionals, will make an application for Statutory Assessment to ask the Local Authority to consider issuing an Education Health and Care Plan for the child.

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

Extra Activities

Usually, Claycots offers a range of extracurricular activities and clubs, which are subject to change from time to time. In addition to this, all pupils usually take part in planned educational visits in their year groups.

Special arrangements are made on an individual basis to support the access for children with SEND to clubs and educational visits.

Meeting the Emotional Needs of CYP with SEND

As a school, we acknowledge the importance of mental health and the impact it can have on learning. There are Mental Health First Aid trained members of staff on each campus to support the wellbeing of pupils. Pupils' emotional needs are discussed regularly within the Inclusion team. As part of the school's new positive behaviour strategy, class teachers have been trained to build positive relationships with pupils and have been provided strategies such as the Zones of Regulation to support with emotional needs.

In addition, we also ensure that:

- The curriculum and provision underpin the social and emotional wellbeing of the pupils at Claycots
- Consistent Approach Plans (CAP) or Pastoral Support Plans support children with their individual needs.

- Positive handling plans (PHPs), Risk Assessments and PEEPS (Personal Emergency Evacuation Plans) are drawn up to support individual pupils when appropriate.
- Social, Moral, Cultural, Spiritual activities are planned for within each subject.
- PSHE is taught throughout the whole school.
- In addition to this achievement and success is regularly celebrated in class, during school assemblies and in the form of certificates, recognition boards, house points.
- The SENCO and Inclusion Team work with class teachers to support the emotional needs of children.
- Children with emotional needs and their families are also supported via the Inclusion Team. A member of the Inclusion Team will support children and/or their family to access 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

1. Have any staff received specialist training in SEND?

Miss Squires and Mrs Burgess are qualified SENCOs. Both have experience of teaching mainstream children with SEN and disabilities and support staff throughout the school with strategies and advice.

Training for staff is provided based on the current needs of the children, for example individual training has been given to staff supporting children with Speech and Language Therapy, Occupational Therapy or Physiotherapy.

Transitions

1. 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 through the following ways:

- 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 to 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 deciding 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
- For Year 5 EHCP pupils, a member of the Slough Borough Council SEND Team will attend their Annual Review to discuss with parents how the admissions process works and best Secondary School options for their child
- For Year 6 EHCP pupil's Annual Reviews, the chosen Secondary School staff are invited to attend
- Teachers pass on relevant information to the next class teacher

Helpful Contacts

1. 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:

- Mrs Sarah Mijatovich, Headteacher. Designated Safeguarding Lead.
- Mr Mark Mackie, Deputy Headteacher for Inclusion, Deputy DSL (Britwell Campus)
- Mr Ed Barnes, Deputy Head for Inclusion, Deputy DSL (Town hall Campus)
- Miss S. Squires, SENCO (Town Hall Campus)
- Mrs E Burgess, SENCO (Britwell Campus)
- Mrs Rupinder Sondh (Chair of Governors)
- Mrs Lin Meade (SEND Governor)

Policy Details

Date Approved	
Date for Revision	
Responsibility	Full Governing Body
Consultation	
Responsible Person	Sarah Mijatovich