



SEND LOCAL OFFER

Local Offer contact name: *Mrs Rebecca Bond*

Local Offer contact telephone: 01300 345393

At Buckland Newton CE VC Primary School every child is valued. We treat each child as an individual and strive to put in place provision to allow all children to progress well. We have a successful history of working with children with SEND to enable them realise their full potential.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs (SEND)?

The school adopts a highly proactive approach in identifying any difficulties which may impact a child's learning and rate of progress. We believe that early identification and intervention are key and parents/carers are informed of any concerns immediately.

If a parent/carer has any concerns about their child, they should make these clear to the child's class teacher. The class teacher will be able to discuss your child's progress and performance, offering a valuable insight into the child's individual needs.

The SEND process can be explained by the class teacher, but in some cases the SENCo and/or Head teacher may become involved.

2. How will staff support my child?

Following an initial assessment, the outcomes will be discussed and if necessary, extra provision put in place. This may take the form of a tailored programme of work in either a one to one or small group setting. The intervention will be target driven. The SENCo's role is advisory; interventions and their efficacy are closely monitored and are modified to meet the changing needs of the child.

Intervention may take place in class or externally. If required a specialist may be brought in to provide further support.

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

As far as possible all children follow the National Curriculum and lessons are differentiated to ensure that all children can take part and make progress. Children with SEND may need further adjustments to enable them to fully access the learning. This may include:

- differentiated targets

- specific resources
- additional support from the class teaching assistant/teacher
- changes to the working environment
- multi-sensory learning styles
- with highly complex needs, a more individualised approach can be taken

Progress will be assessed through observation. Learning may be planned at an easier or more challenging depending on need.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

All children's progress is carefully measured and monitored through the course of the year. The school has a tracking system in place that is scrutinised by the Senior Management Team. Children with SEND may be subject to further inspection related to personalised targets. Working in conjunction with parents/carers is paramount and we adopt an open-door policy that encourages parents/carers to come to share any issues that they may have. Recommendations for how you can assist your child at home may be provided if appropriate.

Furthermore, parental contact is more formalised in the parent and teacher consultations that take place termly. Parents/carers of children with SEND may meet more frequently. Parents/carers also receive an annual written report.

A curriculum newsletter is sent out by each class termly.

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

At Buckland Newton Primary School, we believe that happy, confident children who feel safe and secure, are the optimum learners. As such we strive to create this type of learning environment for our children through PCSHE lessons and assemblies. Regular circle/discussion times tackle relevant issues and reinforce our Christian and school values. We have a comprehensive programme of health and safety for our children, such as e-safety training, fire safety, child line etc. School is happy to administer medicines in line with our Administrations of Medicines policy.

Pastoral care is crucial and we provide an Emotional Literacy Support Programme (ELSA) for children who may need extra help.

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

Buckland Newton CE Primary School is able access a range of specialist services such as Dorset County Psychological Service, the Children's Therapy Service, and the Speech & Language Therapy Service and Mosaic Bereavement Charity. We also work with, on occasion, West Dorset Early Intervention Team which enables us to signpost parents to support groups and courses, social Care and the Behaviour Service should we require it. One teaching assistant is a First Aider at Work.

7. What training are the staff supporting children with SEND have had or are having?

The school employs a qualified teacher (SENCo) for specific learning difficulties who, in conjunction with the class teacher, is able to assess children's needs.

A number of teaching assistants have undertaken additional training to be able to support children with emotional needs, speech & language difficulties and Literacy and Maths e.g. First Class @ Maths, Success @ Arithmetic Number Sense and who have received accreditation in teaching learners with specific learning difficulties. We also have HLTAs (Higher Level Teaching Assistants) who support children both in class, in small groups and on a one to one basis where appropriate. All teaching assistants attend the Annual Teaching Assistant Conference.

Ongoing professional development is very important and refresher courses are attended by staff where necessary.

8. How will my child be included in activities outside this classroom including school trips?

We strive to include ALL children in ALL activities.

Thorough risk assessments are carried out prior to external trips and activities.

Parental/carer input is welcomed and sought when required.

Breakfast club and after-school clubs are available to all pupils. In some cases, vulnerable pupils are given priority and adjustments will be made to support their participation.

9. How accessible is the school environment?

The school already has physical access to most areas (with the exception of the staff facilities on the first floor) within the building and the outside play area has slopes. There are disabled toilet facilities. Please refer to the school's Accessibility Plan on our website.

10. How will the setting prepare and support my child in moving to the next stage of education and life?

As a primary school with an onsite pre-school, we have the advantage of working and liaising closely with all staff members. As such, transition between year groups and key stages is highly effective. Children take part in a transition day to meet their new teacher during the summer term. Transition for Year 6 children to The Gryphon is well-established. All children visit the secondary academy for a day, but other opportunities present themselves over the course of the year in the form of Maths days, chess competitions and Business and Enterprise days etc. The Year 6 teacher,

SENCo and/Headteacher may also recommend that a child go for a pre-visit before the formal transition day if they feel a child with SEND may benefit from it.

Staff from Buckland Newton also visit other settings; we welcome visits by staff from other schools. Transfer of documentation relating to SEND and any other pertinent information ensures that the next teacher and school are well-informed of a child's specific needs.

11. How are the school's resources allocated and matched to children's special educational needs?

The school has a designated SEND budget which is used at the discretion of the SENCo and Headteacher to provide quality first teaching and interventions which are tailored by need. Regular meetings are held to monitor impact of extra support. The governing body is kept informed of funding decisions.

12. How is the decision made about what type and how much support my child will receive?

If a child is identified as having SEND, parents will be informed and staff will develop a Progress Plan which identifies the area/s of to be addressed, targets to be worked towards, the support which will be provided and a timescale. This is developed, monitored and regularly reviewed. For children with EHC Plans, an Annual Review is arranged to discuss the child's progress and provision and whether the plan continues to accurately reflect the child's needs. Sometimes children will be withdrawn to focus on developing skills and understanding through a specific programme e.g. speech and language.

13. How are parents involved in the school? How can I be involved?

All parents are actively encouraged to take part in the school community. We have a very supportive and proactive FBNS (Friends of Buckland Newton). Parents are invited to weekly celebration assemblies, class assemblies, art workshops and numerous other events over the course of the year. Parents also assist in some after school clubs and we have a group of volunteer readers. We will listen to your views and ask that you support your child at home in agreed ways. Your input in your child's Progress Plan is invaluable; to maximise a child's progress, open channels of communication are essential.