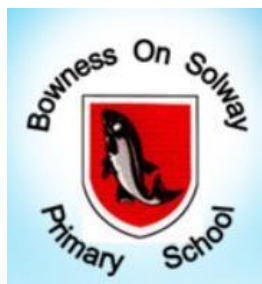


Bowness-on-Solway Primary
School Local Offer



<p>How does Bowness On Solway Primary School know if my child may have special educational needs?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We work with parents/carers to identify any needs. Parent's views are always respected. <input type="checkbox"/> Staff would seek advice from the Special Educational Needs Co-ordinator also known as the SENCo (Miss Craig). <input type="checkbox"/> Occasionally outside agencies may be involved but this would only be done with permission from the Parent/ carer.
<p>What should I do if I am concerned that my child may have additional needs?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Talk to your child's class teacher. <input type="checkbox"/> The SENCo is available to speak if parents/ carers or staff if they have a concern. <input type="checkbox"/> Where appropriate the SENCo would seek advice from additional services.
<p>How will school support my child?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The class teacher has overall responsibility for your child's learning and will plan different activities according to the needs. <input type="checkbox"/> Each child with additional needs or disabilities will have an individual plan or if necessary an Education Health care Plan, also known as an EHCP. Children, parents and teachers will create the plans with support from the SENCo. <input type="checkbox"/> At times, children may work on a 1:1 basis or in a small group with a teaching assistant. <input type="checkbox"/> Occasionally outside agencies may be needed to support a child and advise staff on strategies and resources to use within the setting. The first step would be for the SENCo to complete a referral form with consent of the parent/ carer to the most appropriate agency. The additional support would then work with the child and the SENCo would monitor this in order to put together targets for the child. <input type="checkbox"/> Our SEND (Special Educational Needs) Governor is Mrs. Taylor.

<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> □ Teachers plan different activities to cater for the range of needs within a class, this is known as differentiation. □ If a child is identified as having additional needs then they will have an individual plan known as a passport. The plan will include individual targets for the child. The Class teacher will update these three times a year and share a copy with the SENCo. A
	<p>copy will be discussed with Parents and they will be given a copy to take home.</p> <ul style="list-style-type: none"> □ In some cases additional resources may be needed to support a child within a class e.g. sloping board.
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> □ Teachers will send home copies of completed targets to celebrate this achievement with you. □ You will be invited into school to discuss your child's progress. □ Appointments can be made to discuss progress with your child's class teacher and/ or Miss Craig.
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> □ The class teacher will give you a copy of your child's targets and suggest activities that would support your child at home. In addition to this resources may be created for you to support your child at home. □ Miss Craig is also available to suggest strategies that may help your child at home. □ If additional services has been accessed such as a Speech and Language Therapist or an Educational Psychologist then they may also be able to offer advice to support your child at home.
<p>What support do you have in place to support my child's overall well-being?</p>	<ul style="list-style-type: none"> □ We talk with children on a regular basis in relation to our onepage- profiles. A one page profile is a holistic approach to looking after the child and recognising what helps them to learn. □ We administer medicine when given written consent by Parents/ Guardians. Please see our Medical Policy for further details.
<p>What specialist services are available or accessed by the school?</p>	<ul style="list-style-type: none"> □ We have a variety of experienced and trained staff in our school, including those trained in reading intervention, speech and language, behaviour management, early support, dyslexia, maths recovery and paediatric first aid. □ In addition to this we use other services when appropriate such as an Education Psychologist, Speech and Language Therapist, Specialist Advisory Teachers and the school nurse.

<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> □ Additional training is undertaken in relation to the needs of the children within the school.
<p>How will my child be included in activities outside this classroom including school trips?</p>	<ul style="list-style-type: none"> □ Activities and school trips are available to all children within the school. □ Special advisory teachers support teachers to create risk assessments where appropriate.
<p>How accessible is the school?</p>	<ul style="list-style-type: none"> □ At Bowness on Solway School we are committed to an inclusive curriculum and increasing access to the school's facilities. We have an accessibility plan which aims to cater for all children regardless of need or disability. □ We are happy to discuss access requirements further should you need more detail.
<p>How will the school prepare and support my child to join the school or the next stage of education and life?</p>	<ul style="list-style-type: none"> □ Visit days for Children and Parents allow for a smooth transition when starting school. We have close links with our local secondary school Nelson Thomlinson and by inviting them into the school before children attend secondary allows for them to develop their knowledge and understanding of the needs of children. □ Additional visits to secondary schools can be arranged in order to ensure a smooth transition for the children. □ Miss Craig liaises with the SENCo from Nelson Thomlinson and other schools where necessary to pass on the relevant information about the needs of the children.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> □ The SEN budget is used to purchase additional resources or for additional support according to the children's needs.
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> □ Staff track children's progress half termly and would alert the SENCo to any concerns they may have. Support will be decided through discussions with staff, parents and any external agencies where appropriate.

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

- Parents/ Carers thoughts are valued and respected. Parents/ are invited to discuss children's targets/ progress as well as contributing towards the One-page- profile.
- If you would like further advice please contact your child's class teacher or Miss Craig.

Created September 2014

To be reviewed at least annually