

Bedford Local Offer template for settings, schools and colleges

Name of School/College/Setting	Shackleton Primary School
Type of setting	Mainstream Primary
Name of SENDCO	Rebecca Sohanpal (Lead/Early Years and Key Stage 1), Nicola Drinkwater (Key Stage 2)
Address	Pearcey Road Bedford MK42 9LZ
Phone Number of SENDCO	01234 352912 option 3
Fax Number	None
Email of SENCo	r.sohanpal@shackletonprimary.co.uk n.drinkwater@shackletonprimary.co.uk
Website	www.shackletonprimary.co.uk/
Link to SEN Information Report	http://www.shackletonprimary.co.uk find link on the right hand side of the Home Page
Link to SEN page of schools website	http://www.shackletonprimary.co.uk Click Policies on the left hand menu
Information Attached	Yes/No

School's Inclusion/Mission statement

We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals or groups of children. This includes those who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide. Equality of opportunity is a reality for all our children. We provide this through the attention we pay to the different individuals and groups of children within our school.

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

What opportunities are there be for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college eg a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

We have a close working relationship with all families. This starts with the pre-school home visit and develops through regular informal contact and termly formal appointments for consultations with teachers.

We hold information sessions about our curriculum and in particular how we teach reading, writing and maths.

We ask you to sign your child's reading record every time you hear them read, and you will also be able to read the comment the member of staff has made.

Our assessment timetable includes a baseline assessment on entry and regular half-term up dates. You will be given information about how your child is progressing academically based on these assessments. You will be given information about how your child is settled into school and enjoying the friendships and opportunities on offer. This is based on the class teacher and teaching assistant's observations and working relationship with your child.

At the end of each academic year there is a school report to show what level of effort and success your child has achieved during the year.

You can arrange to see the class teacher, SENDCos, EAL Leader or the head teacher at an appropriate time if there are any areas you wish to discuss.

See www.shackletonprimary.co.uk/ Choose the year group your child is in to find out what learning is planned for this term.

2. How accessible is the school environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

We are fully accessible by ramp at all entry points.

There is a disabled toilet in each building.

We have an 'English as an Additional Language' team in school who work with children who are learning English in addition to their home language(s). On the staff we have colleagues who speak a variety of languages and we can arrange for translators if needed.

The curriculum is resourced to enable access by all learners with a focus on visual aids to support understanding.

See also: section 10

3. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?

Children's abilities are assessed against their age related expectations.

Any child may have a special educational need for learning, medical, social or emotional reasons during their school life.

Having a special educational need means that additional or different support is needed to access the curriculum, and this need is assessed on a daily, weekly and half termly basis by staff.

There is a team of adults around the child in all classes who pick up signs of any difficulties, academic or otherwise, that may be being experienced. If one adult notices any indications this will be shared with the team and followed up with parents or carers.

Parents and carers are asked to tell us about any change in circumstance that may impact on their child's ability to be happy and successful at school.

4. How will school staff support my child/young person?

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?

Each class teacher is responsible for all the children in the class, whatever their needs. Each class teacher plans the delivery of the curriculum so that each group of children can understand and learn. Every class teacher plans additional learning opportunities for those children who need them.

Every class has a teaching assistant to help with teaching and learning and with the pastoral care of the children in the class. If a child has a high level of need (as specified on an Education Health and Care Plan) an additional teaching assistant is employed to be part of the class team.

The senior management team analyses the progress of all children, to ensure that progress is made and that, where needed, additional support is put in place.

The head teacher reports on SEND matters to the Governors and there is a Governor with responsibility for SEND and Inclusion who meets with the SENDCO to discuss SEN needs.

The Governors receive a SEND report from the SENDCO and SEND Governor once a year.

5. How will the curriculum be matched to my child's/young person's needs?

What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?

At Shackleton Primary the curriculum is organised to meet the needs of our learners.

We have a priority focus on developing the language, literacy and mathematics skills of our learners. We are also focussed on meeting the learning styles of our children.

We use 'Read Write Inc' for basic literacy skills, 'Maths Makes Sense' for mathematics and 'Irresistible Learning' for the wider curriculum. We ensure that enjoyment and achievement go hand in hand.

Children learn to work co-operatively and to develop their social understanding and skills.

We use a mixture of whole class learning, group learning in ability groups, group learning in mixed groups and paired and individual learning.

6. What support will there be for my child's/young person's overall well being?

What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person be able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

The overall well-being of all children is a central theme of education at Shackleton Primary School. All staff prioritise respectful relationships and developing understanding of each other, especially when things go wrong.

We have a team of Mentors who support children both on the playground and during lesson time. We also have a Family Support Worker who supports the children and their families.

Most teaching assistants are qualified First Aiders and we always have a first aid station during playtimes.

Medicines are administered from the school office.

Children are encouraged to learn independence in meeting their own personal needs.

We have an attendance assembly every week with a range of rewards for good attendance.

Our Educational Welfare Officer liaises with our school based attendance officer regularly.

Parents are contacted immediately if there is any question over attendance, which is expected to remain above 90%.

See www.shackletonprimary.co.uk/ Home Page; IQM (Inclusion Quality Mark)

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

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

We access support from agencies who can support learners in a variety of ways.

We discuss any referral with parents /carers first.

Some services we use regularly are:

Speech and Language Therapy; Child Development Centre, including Paediatric Services, Occupational Therapy, Autism Advisory Service; Educational Psychology Services; CHUMS Emotional Well Being and Bereavement Services; Ormiston, for children affected by a parent/carer in prison; Bridge Counselling; Therapeutic Art.

8. How will my child/young person be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?

Class trips are inclusive, with additional adults and sometimes family members supporting specific children. School Clubs are inclusive, although highly sought after such that not all children can attend all clubs or necessarily attend for more than one term.

We run a before and after school club at Shackleton at a small additional cost.

See also: See www.shackletonprimary.co.uk/ Home Page: right hand menu: Clubs

9. How will the school prepare and support my child/young person to join the school, and to transfer to the next school or stage of education and life?

What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

We liaise closely with our feeder Nursery Schools. The Reception class teachers and SENDCO visit to meet children transferring to us and to exchange information about specific needs. All children joining the school in the Reception Class have a home visit so that they can meet the teacher and the head teacher in a familiar setting before they come to school.

In Year 6 we liaise closely with the secondary schools. Transition arrangements include visits to us from secondary school staff and visits from our young people to the secondary school they will be attending.

Where a child has an Education Health and Care Plan parents/carers will be consulted about their wishes for the next stage of education. All parents are advised to visit the schools available to them in order to make an informed choice.

See also: See www.shackletonprimary.co.uk/ Home Page: right hand menu: Admissions. You will also find our school prospectus in this section.

10. How are the school's resources allocated and matched to children's/young people's special educational needs?

How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?

The class teacher knows the child best in day to day learning situations.

The class teacher liaises with parents/carers through daily informal contact, termly consultation meetings and by request.

Daily decisions are made about resourcing the differentiation for each lesson during the planning of the lessons. Planning is done by class teachers in year group teams.

Where additional resources are required they will be ordered through arrangements for resourcing the curriculum.

Where significant resources specified by assessments of special need are required, these will be acquired through the budget allocated to SEND by the Governors.

Where additional staffing is required the decision is made in discussion with the SENDCO and senior management. Our staffing levels include a teaching assistant allocated to every classroom, learning mentors, EAL delivery team and additional teaching assistants for children with the highest level of needs (with an Education Health and Care Plan).

See also: www.shackletonprimary.co.uk/ Home page, right hand side 'Pupil Premium Grant'

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

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

We encourage a Parent Forum which is a discussion group to share information and opinions about aspects of school life. We also offer training courses to parents during school hours.

Our Parent Governors are part of decision making at the level of Governance and they are also well connected to parent opinion 'on the playground'.

Questionnaires seeking feedback on aspects of school life are given to all parents/carers in the Spring Term.

The head teacher is on the playground at the front of the building every day after school and she welcomes information and feedback from parents. She is also available for private discussion by arrangement, and will make home visits in specific circumstances.

All concerns are to be taken to the class teacher in the first instance if possible.

12. How are children and young people included in the planning for their support and provision?

How do you involve my child in planning what their education provision and support looks like? How are children and young people supported to ensure that their voice is heard?

Children are asked for feedback in a variety of ways: through the school Council, through PSHCE circle time and class discussions, and through whole school questionnaires and pupil subject interviews.

Shackleton Anti-Bullying Ambassadors (SHABA) support other children to voice their concerns and help to resolve any misunderstandings.

Children support the planning process through whole class 'mind maps' at the beginning of new projects.

Learning targets are shared with all children and progress is discussed.

Children give feedback in the process of learning through the manner in which they respond and participate.

In many areas of learning a self-assessment process is used so that the teacher is told by the child how well they understood an item, and what the child wishes to learn next.

13. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer

To look around the school and ask about school admission arrangements contact the school office. 01234 352912 option 4

Once your child is in school, in the first instance contact your child's class teacher.
Speak to the teacher after school, send a note in with your child or call the school office.

If you would prefer to speak to the head teacher or SENDCO, come to the office for an appointment or ask to speak to the head or SENDCO on the phone.

See also: www.shackletonprimary.co.uk/ : right hand menu Admissions, or Contact Us
Find the Local Authority's local offer on: Useful Links

Are you a school specifically supporting people with:	Please Tick
Autistic Spectrum Conditions	<u>None</u>
Communication Impairment	
Hearing Impairment	
Learning Disability	
Mental Health Conditions	
Visual Impairment	
Physical Impairment	
Other (please specify)	

Database Permissions

In line with the Data Protection Act (1998), your consent is required in order to ensure that your information can be shared with the public and professionals.

I consent to you making available the information I have supplied in the following ways:
(please tick)

In writing and on the telephone	x
On the internet	x

Data Protection: All information you send will be kept strictly confidential and used only by Bedford Borough Council and partner agencies. You have the right to ask for a copy of any data we store about you by contacting us in writing.

Once completed please return this form directly to us. Thank you for taking the time to complete this form. Please return to localoffer@bedford.gov.uk

Please attach any leaflets you provide or additional information for parents and young people. These are available on our website See www.shackletonprimary.co.uk/

If you have any questions about any part of this form please contact us:

Email localoffer@bedford.gov.uk
Telephone 01234 276884
Fax 01234 228306

We would prefer you to return this form electronically, however if you wish to print out this form and return it in the post our address is:

**Local Offer Team
Bedford Borough Council
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