



Local Offer - South Bank Primary School September 2018

South Bank Primary School is a mainstream primary school with 3 support base units which provide specialist special needs provision for children aged reception to Y6 for the local cluster of schools in the Eston corridor. The school has an inclusive ethos that provides rich learning experiences for all children, including those with moderate learning difficulties, autism, speech and language needs, ADHD and other associated social, medical and academic needs.

The three support base units provide 25 places of additional high needs provision. These classes are staffed by a teacher and several teaching assistants who are trained in supporting pupils with additional needs.

We value highly all children who attend our school, despite any additional learning needs. We pride ourselves on our inclusive approach to the provision of quality teaching and learning to all children.

Identifying needs

- Baseline assessments are carried out on entry to Nursery and to the Specialist units. Children are monitored at regular points throughout the academic year to track their progress.
- Concerns about progress are raised with parents at the earliest possible opportunity and appropriate interventions are put in place as identified through data, observations and discussions with parents.
- If required, additional assessments will be carried out by external agencies and application for an Education Health Care Plan (EHCP) may be requested following information and advice from a range of experts.
- Parents are welcome to discuss their child's progress regularly with staff and more formal discussions take place through parent consultations and the annual reports.
- Additional opportunities are offered, and actively encouraged, throughout the year for parents to support and engage with their child's learning in school.

Support

- All teachers at South Bank Primary have responsibility for teaching, learning, monitoring and evaluating pupils with special educational needs or disabilities (SEND). Good quality first teaching and appropriate interventions are central to supporting all pupils. Class teachers are supported by teaching assistants

some of whom have attained the Higher Level Teaching Assistant qualification (HLTA).

- Interventions are monitored and time limited. Progress is monitored closely and delivered by trained teaching assistant's and overseen by Special Educational Needs and Disability Co-ordinator, Mrs Burgess, (SENDCo) and the senior leadership team. Class teachers work closely with the teaching assistant to direct the content and scope of work to be delivered.
- Mrs Burgess (SENDCo) will have overall responsibility for monitoring and evaluating the progress and provision of all SEND pupils. This will include liaison with external agencies as appropriate, following discussion with parents.
- Pupils with SEND are reviewed 3 times a year and appropriate outcomes are agreed and set with parents. This includes discussing progress and any concerns that either parents or school may have. Children with EHC plans will be reviewed at least annually through multi-agency meetings and in liaison with the local authority.
- Children who attend the specialist provision will be monitored through school procedures using PIVATS small steps assessment system and will be reviewed at key transition points by the educational psychologist and other agencies as appropriate. Termly review meetings are held to look at progress made.

Curriculum

- Overall curriculum structure is directed by the government and the New Curriculum guidance. Delivery is personalised to suit the children at South Bank Primary School, taking into account their interests and style of learning.
- All students are entitled to study a full curriculum
- Differentiation is the responsibility of all teachers. Informed by data and pupil details, teachers plan and deliver lessons using a wide range of teaching and learning strategies in line with the schools teaching and learning policy. Individual programmes of work will be implemented as appropriate and will be identified on individual or group provision maps.
- Across school, pupil's access learning within their age-appropriate group with access to higher or lower levels as appropriate based on individual needs. Pupils within the specialist provision access a significantly differentiated curriculum aimed at the level the children are working at. Where appropriate, these children will access learning in mainstream classes following consultation with the child, parents and Key Stage leaders. This is part of a planned intervention based on not only their academic ability but their maturity and emotional and social development so that it is successful from the start and does not negatively affect their self-esteem.

Accessibility

- The building at Poplar Grove, South Bank is fully accessible by wheelchairs and a disabled toilet is available. A sound loop is also available for people who experience hearing difficulties.
- Parents and children who have English as an additional language are supported through access to the multi-cultural service. Documents may also be available in different formats - please enquire at the school.
- Home-school transport may be available for those children who access the specialist provision whose home school is not South Bank but this is determined by LA panel and is agreed on an individual basis. This is also the case for some children with social care involvement are also entitled to transport.
- All children have access to ICT resources to support their development. These include whiteboards, I-pads, laptops, cameras, scanners and programmable equipment.

Parental Involvement

- Parents are kept informed formally of child's progress through parent consultations and annual reports. In addition, termly reviews of provision maps are held with parents to review and set outcomes.
- Pupils with EHC plans will be reviewed annually. During these reviews, progress and the next steps in the pupil's learning will be discussed. Additional support from external agencies may be agreed and further strategies may be put in place to support your child following their involvement.
- Training and planned learning events for parents are organised to encourage parents to support and engage in their child's learning.
- Regular liaison with parents of pupils accessing the specialist provision is maintained through daily contact, home-school books or phone calls as appropriate. We actively encourage this communication to be both ways and see parents as a partner in their child's education.
- Parents are encouraged to support their child's learning at home through regular homework and daily reading. Opportunities are provided throughout the year for them to work with their child in class. They are also invited to share in a range of activities including religious festivals, performances and coffee mornings.

Overall Well-being

- South Bank Primary has a pastoral coordinator, Mrs Clarke, who liaises with a range of agencies and who provides a school contact for parents who require

support or advice for themselves or their child. In addition, she supports families who have social care involvement.

- All staff have annual Child Protection and E-safety training.

The Safeguarding & Child Protection Team for the school are as follows:

- Mr Martin Kitchen (Interim Headteacher & Designated Safeguarding Lead)
- Miss R. Halpin (Deputy Headteacher & Deputy Designated Safeguarding Lead)
- Mrs M. Clarke (Pastoral Coordinator & Deputy Designated Safeguarding Lead)
- Miss N Innes (Foundation Stage Teacher & Deputy Designated Safeguarding Lead)
- Karen McGarrity (Designated Safeguarding Governor)
- The school has gained enhanced healthy schools status through the range of activities and experiences we provide our children.
- Learning mentors support children within school who are experiencing difficulties within the classroom.
- FRIENDS programme helps children develop their social skills
- Identified children have weekly sessions with a counsellor, working on social and emotional issues, or any issues that act as a barrier to progress in learning.
- Access to the school nurse and other health professionals.
- Training and support for staff linked to medical needs of children
- Children from Years 2-6 participate in the HeartStart programme which trains them in basic first aid.
- Oral health support through the Toothbrush scheme and the Fluoride project.
- Workshops run by NSPCC in Keeping Children Safe for year groups within school.
- Hygiene and puberty talks take place annually for Y5 and Y6 through age appropriate delivery.
- Breakfast Club and a wide range of after school clubs support pupils development both socially and in terms of their health.
- Families are able to access a local food bank. Families who are in poverty in South Bank have the opportunity to access free packed lunches three times a week during the school holidays, as part of 'Footprints in the Community'.
- The Educational Welfare Officer, Danielle Hudson monitors attendance and punctuality across the school, including the Early Years.
- Support from external agencies is sought as required on an individual basis, and after discussion with parents, class teacher and the SENDCo.
- From Sept 17, the school has had a Young Carers Champion, Mrs Clarke, who provides in-school support for children who are carers for siblings or parents and who also refers to the relevant external agencies as required.
- Additional weekly support is provided by the school nurse, Pam Watson.

Specialist Services

The school accesses a range of specialist services to support children's education and development. The list below is indicative of services accessed but is not an exhaustive list.

Expertise in school

- Team Teach (all staff)
- Specialist dyslexia teacher
- TEAACH trained teacher (ASD)
- Restorative justice trained staff
- Learning mentors
- Drawing and Talking therapy
- BLAST language programme trained staff
- Reading Recovery teacher
- PAMIC training - supporting parents in understanding how their own mental health issues affect their child
- Inclusion for All (anger management)
- ELSA (emotional literacy support assistant)

External support

- Educational Psychologist - Joanne Mowbray
- The Junction - young carers
- Specialist teaching service
- Oral health team
- Sure Start
- Child and Adolescent Mental Health Services (CAMHS)
- School nurse
- Fire brigade
- Speech and Language therapy
- The Link
- Local police
- Occupational therapy provided by Treetops
- Talking therapy work
- Physiotherapy Daisy Chain (ASD)
- My Sister's Place
- Hearing Impaired Service
- Freedom Project
- Kids Konnekt
- Visual impaired service
- MAIN Project (ASD)

- Family Learning
- Family Support Services
- Targeted Youth Support (Upper KS2)
- Inclusion Support Services
- Early Help
- Harbour Project
- Early Help (Early Years)
- SODA / EVA (domestic abuse support)
- Coast and Country Housing
- Behaviour for Learning service
- Barnados
- Forget-me-not (bereavement services)
- External learning mentors
- Counselling services
- Links with local churches
- Travellers Service
- Parent Partnership Officer - Kellie Myers
- Portage
- PSP (Pastoral support plan)
- Multi-cultural service

Staff training

- All staff support children with SEND across the school and an inclusive ethos is taken with regards to provision.
- Appropriate training is put in place as required to support the needs of pupils within the school
- The information below summarises recent training undertaken by staff within the school in the last 12 months
 - ✓ Team Teach (behaviour management techniques)
 - ✓ Child protection training
 - ✓ E-safety training (online safety)
 - ✓ CAMHS training (ASD, Risk& resilience, sensory processing)
 - ✓ Epilepsy training
 - ✓ Anaphylaxis training (use of Jext pen)
 - ✓ Diabetes
 - ✓ LAC (looked after children)
 - ✓ Paediatric first aid
 - ✓ Food hygiene

Future planned training and disability awareness:-

- Team Teach
- CAMHS training
- Medical training for a range of needs including physical needs

Activities outside of school

- South Bank is a fully inclusive school and puts in place, support needed by individual pupils in order for them to participate in chosen activities with their peers. This may include additional staff, specialist staff and/or equipment.
- Staff organising offsite trips and residential visits will discuss with parents the needs of individual pupils and will put into place additional support or resources as required. No pupil with special educational needs will be stopped from participating in educational visits if the trip is suitable for the child **and** their safety and the safety of their peers is not compromised.
- All trips are overseen by the Educational Visits Coordinator, Mrs Boase, who is also a member of the Senior Leadership Team.
- There are a wide range of out-of-school activities for children to participate in, including those on the school premises and within the local community.

Transition

- Information is gathered by school staff from parents three times a year on a formal basis and more regularly informally.
- Talks with secondary schools begin in Y6 and for those pupils with an EHC plan, the SENDCO from the secondary school will attend their review. Once a place is confirmed, the SENDCO and Y6 staff liaise with the secondary school and parents. Additional transition visits are organised depending on the needs of individual pupils who are supported by primary school staff.
- A mentor may be put in place as a familiar adult to help with transition
- Support can be accessed from the specialist teaching service to support autistic pupils or from the traveller's service to help with the process.
- Transition into and out of the specialist provision is carefully planned and may take several weeks to complete. Both schools liaise with parents who are invited to visit the provision with their child to meet staff and other pupils. Depending on the needs of the child, a phased transition programme may be implemented and visits to the provision may be increased gradually. Access to the specialist provision is through a central cluster panel meeting and by meeting clear criteria with a range of evidence to support the application.

SEND Resources

- All resources are allocated to and matched to pupils using the school's data and advice from external agencies if appropriate. This includes planning for these interventions with parents.
- South Bank Primary has a number of different SEND provisions and interventions which are matched to the pupil's special educational needs and financed through the SEND budget from the local authority

Additional information regarding SEND within the Local authority can be found on the People's Information Network (PIN) at

<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/localoffer.page>

Appendix 1 - Meaning of Abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorders
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education Health Care plan
ELSA	Emotional Literacy Support Assistant
EWO	Education Welfare Officer
HLTA	Higher Level Teaching Assistant
ICT	Information and Communications Technology

PECS	Picture Exchange Communication System
PSP	Pastoral Support Plan
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Coordinator