

The Local Offer at King George V Primary School

King George V Primary is a fully inclusive school, which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the support, interventions and resources put in place do not enable improvement.

Children who, on arriving into school with complex learning or medical needs, are also immediately identified as having SEN. Suitable provision is put into place after discussion with parents and advice and support from appropriate agencies.

Progress of pupils with SEN at King George V Primary School: Ofsted 2013

'Disabled pupils and those who have special educational needs do as well as other pupils. The range of special help, including the teaching of small groups in the classroom, makes sure that these pupils do not fall behind'.

'Highly-skilled adults who support teachers in the classroom make sure that disabled pupils and those who have special educational needs receive exactly the right kind of help they need to succeed'.

The Universal Offer

What King George V Primary School provides for all children:

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- * We will encourage all parents to familiarise themselves with our policies and approaches to learning.
- We will meet with you and your child so that we are able to discuss any additional needs they may have, before they start school.
- The teachers and support staff who teach your child have had appropriate professional development and training so that they know about how children progress including those children who have difficulty in learning.
- Our schools provides a variety of teaching and learning programmes, in addition to what is available day to day in the classroom, to ensure that we meet the individual learning needs of each child. (See [Whole School Provision Map](#)).
- We deliver differentiated activities in all lessons so that all children complete work at their appropriate level.
- We accurately assess the level at which your child is learning, this informs us of the next steps in the children's learning and identifies any additional support and/or provision that each individual child may need.
- We use a range of resources, strategies and teaching methods to take account of any barriers to learning, this may include offsite educational visits.
- We will keep you informed about how your child is progressing with a parents evening once a term and through a written annual report detailing progress. Additionally we will invite parents in to school to discuss any issues that may arise. If you or your children have any concerns at any time we would encourage you to make an appointment as we feel that a partnership between school and home is essential in supporting you and your child.
- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' and make the appropriate progress required. The school will keep you informed if your child needs one of these interventions and will work in partnership with you to give it the best chance of being successful.
- The School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs Coordinator (SENCo) may talk to you about this. (All schools have to have a SENCo with experience and who also has an additional qualification in special educational needs. This person will meet with you and advise staff in the school, about how best to help your child to make progress.)

- We may ask you if we can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- We will also be able to signpost you to support, advice and any extra curricular activities that may be available.

Additional SEN Support

The Department for Education provides every school with funding to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for a Statement or Educational Healthcare Plan.

If your child has a special need or disability King George V Primary School will:

- Talk to you about your child's difficulties in learning or disabilities so we fully understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next and confirm what additional support is required.
- The Special Educational Needs Coordinator (SENCo) will support and advise teachers so that your child can learn in the best way suitable for them.
- Have a range of programmes to help children who need extra support to read, write, learn mathematics or manage their behaviour.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Work with and seek advice from the Educational Psychologist, Advisory Teacher, Speech and Language Therapist or Health colleague to support your child's progress. This support may also include additional assessments and work completed by some of the above agencies who are able to recommend appropriate strategies and programmes to improve progress. Parents' consent and support will continue to be required. If the outside agency makes an assessment, you will be invited into school to discuss how the programme and support will change; how you can help and when there will be a meeting to review progress made.
- As a parent you can request that the school seeks outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests.

- Tell you how to get in touch with Parent Partnership Services who can offer advice and support.

Statement of SEN - Educational Health Care Plan.

The school may seek a statement of special educational needs in order to provide additional support for children with severe and complex needs.

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need a Statement of SEN. If the Local Authority agrees to begin the process; a Statement takes 26 weeks to complete. Your child will continue to be supported from the school's SEN resource while the Statement is completed.
- The Statement (Education Health Care Plan) will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child.
- Many children who need a statement will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the Statement/Education, Health Care Plan is developed.
- Your child will also continue to have access to all the provision detailed on the school's provision map along with the any appropriate support from Inclusion Support and/or any outside agencies that have additional expertise in respect of your child's difficulty.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the Statement/Education, Health Care Plan.

Additional activities which are available for pupils with SEN

King George V Primary School is a fully inclusive school, which ensures that all children are able to achieve their potential. We believe that additional experiences, provided by out of hours activities and offsite educational visits, enhances the learning and social experience of the child. We endeavour to ensure that all children regardless of their SEN need are able to participate in all activities including residential visits.

If you require any additional information or advice regarding our local offer please do not hesitate to contact Mrs Perrins - our school's Special Educational Needs Co-coordinator or Miss Sarah Penny our Acting Head Teacher.

Reviewed September 2016