



Bedford Local Offer template for settings, schools and colleges

Name of School/College/Setting	Putnoe Primary School
Type of setting	Primary Academy
Name of SENDCO	Claire Woodfield
Address	Church Lane Bedford
Phone Number of SENDCO	01234 303400
Fax Number	01234 303401
Email of SENDCo	senco@putnoeprimary.co.uk
Website	http://www.putnoeprimaryschool.co.uk
Link to SEN Information Report	http://www.putnoeprimaryschool.co.uk/page/?title=SEND+Report&pid=94
Link to SEN page of schools website	http://www.putnoeprimaryschool.co.uk/page/?title=SEND&pid=92
Information Attached	Yes/No

What is The Local Offer?

The Local Offer is a Local Authority's publication of the provision "they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health Care (EHC) plan (Section 4.1 SEND Code of Practice January 2015).

The Local Offer has two key purposes:

1. To provide clear, comprehensive, accessible and up to date information about the available provision and how to access it.
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Section 30 of the Children and Families Act 2014, which came into force on September 1st 2014, defines and prescribes the content of a Local Offer.

School's Inclusion/Mission statement

The Head teacher, Staff and Governors at Putnoe Primary School aim to help all pupils enjoy and achieve. We strive for academic excellence while seeking to provide a balance between academic subjects and the aesthetic, practical, musical and physical activities that shape the curriculum

We believe all pupils should have the opportunity to develop those life skills that will raise self-confidence and self-esteem and contribute to their role as responsible citizens.

The success of our mission is focused around the following themes:

Working together with the wider community, seeking continuous improvement and innovation, celebrating success and taking pride in our achievements and being responsible for our own actions.

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?

Parent's evenings are held in the autumn and spring term, parents also receive a progress report from their child's class teacher at the end of each term.

For children with SEND teachers discuss progress with parents every half term at the SEN review, during this time there will be an opportunity for the teacher to discuss ways in which you can support your child at home. In addition to this children with an Educational Health Care Plan will have an Annual Review which is reported to the Local Authority.

If your child's teacher is concerned that your child is not making the progress they should you will be invited in to talk to them. Your child will be given an Individual Support Plan which will include information about the targets that have been set for your child as well as information on how they can help themselves to achieve these targets and how other people such as school staff and parents/careers can provide support. The teacher will also talk with you to decide which type of support best matches your child's needs.

If it is felt that it would support communication between home and school a home/school support book can be created.

2. How accessible is the setting / school / college 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?

Putnoe Primary School is wheelchair accessible and there are disabled toilet facilities on both floors. The school is on two floors with easy access and double doors, lifts and ramps We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

Any specific physical requirements will be assessed individually and equipment will be provided to meet these needs with the help of Local Authority SEND services.

3. How does the setting / school / college 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?

When children have been identified as SEND before they start at Putnoe, we liaise with the professionals who already know them and use the information already available to identify what their SEND will be in our own school setting and how we can manage it.

If you tell us you think your child has a SEND we will discuss this with you and look into it. We will share what we discover with you and agree with what we will do next and what we can do to help your child.

During the first half of the autumn and spring terms there are parent consultation meetings with your child's teacher followed by a progress report in the second half of the term, both of these times provide opportunities to bring up any concerns that you may have.

However, if you would like to arrange a meeting sooner, speak to your child's class teacher who

will arrange a time to meet with you after school.

4. How will early years setting / school / college 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?

All children are closely tracked from their baseline on entry to school, enabling early identification and intervention. Information will be gathered seeking the views of, parents and pupils, as well as from teachers and assessments

We check how well a child understands and makes progress in each lesson through ongoing assessments and evaluations.

We use a computer software programme, Target Tracker, to monitor progress in Reading, Writing, Numeracy and Science.

Every year group has a half termly tracking meeting with the Assessment coordinator to monitor the progress of all children. During these meetings we discuss what we are doing to make sure that they make good progress including those with SEND.

Progress in all subjects is tracked on a termly basis by the subject coordinator and a report is submitted to the schools Governors, included in this report is information relating to the progress made by SEND children.

The SENDCo also submits a report on a termly basis identifying the progress made across the school by SEND children.

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?

Class teacher input via excellent targeted classroom teaching (high Quality First Teaching) Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

When teaching, we use different approaches to learning: these are visual, aural and kinaesthetic methods

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 being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

The school offers a wide range of pastoral support for pupils who are encountering emotional difficulties. These include; members of staff such as the class teacher, Family Worker and SENDCo who are readily available for pupils and parents who wish to discuss issues and concerns. The school has a robust and thorough Safeguarding policy and procedures to protect both pupils and adults at all times. All staff are CP trained.

The teachers at the school strive to create a positive working environment in the classroom, where pupils can increase in confidence and mind set. Pupils are encouraged to develop a positive attitude to learning, through the 'four R's' – Reciprocity, resourcefulness, resilience and reflectiveness

If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parent/carers. These are discussed with all staff who are involved with the pupil.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

The school employs a full time Family Worker who supports pupils and their families throughout their time at the school. The Family Worker is able to meet with families on a 1:1 basis and is able to offer support within the school setting and the wider community. The Family Worker also supports families in accessing and identifying the appropriate support needed through contacting additional agencies and support networks.

There is also a dedicated member of staff who oversees attendance at the school; she works closely with the class teacher and Family Worker to support parents and pupils who are struggling in attending school regularly.

The school supports the mental health and well-being of the pupils with SEN using strategies such as pupil voice to enable pupil's views to be heard, resulting in them becoming active citizens in the school environment. Pupils are supported continually to develop their emotional self-management, resilience and aspirations throughout their time at the school.

Pupils requiring additional support with their mental health and well-being through 1:1 or group interventions will be identified by adults working with that pupils as well through consultations with parents.

Pupils and parents are asked to complete questionnaires on an annual basis relating to different aspects of their school day, these questionnaires are analysed to support the school in improving the well-being of all pupils at the school

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

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 deliver speech and language programmes provided by the Speech Therapist Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time.

At times it may be necessary to consult with outside agencies to receive their more specialist expertise.

The agencies used by the school include:-

Educational Psychologists

Early Years Advisors

Occupational Therapy (OT) for children who need assessment for special seating or other specific needs.

Physiotherapy for children who need any physical interventions.

CHUMS

CAMH(Child and Adolescent Mental Health Service)

Social Services

School Nurse

Inclusion team

Music therapy

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?

We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.

We have a breakfast and after school club, any child can access these.

We have regular educational visits as well as people coming into school to support different topic areas. We usually have one residential trip each year; this is open to Year 5 and 6 children. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusions.

We choose visits that are accessible to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity

9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next 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?

Both the Reception staff and the SENDCo liaise with the local pre-schools and arrange meeting to meet the children in their pre-school setting. Information will be gathered regarding SEND and any necessary support put in place on their entry into school.

Children and parents are also invited to the Reception Open Day at the school, with additional visits to school are encouraged for those children who find the transition difficult between home and school.

Meetings will be arranged for those children who are already known through the Early Years SEND Services to make school aware of their needs to ensure the correct support is in place.

When children leave Putnoe to go to secondary school they are invited to the new schools' open day. Meetings are arranged between SENDCo's of both schools to discuss pupil's individual needs and to organise extra transition visits if it is considered appropriate.

10. How are the setting's / school's / college'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?

If, during their time at Putnoe, it is felt that your child will benefit from receiving extra support, their class teacher will provide them with extra differentiated support in the classroom. If, even with this support, your child is still not making the expected progress in their learning you will be asked to come in to discuss your child's progress with their class teacher, and, with your input a schools support plan will be written up to support your child's individual needs. This may include extra general support by the teacher or teaching assistant in class.

If your child's needs relate to more specific areas of their education, such as spelling, reading or numeracy skills etc., then your child may be placed in a small focused learning group. This will be run by a teacher or a teaching assistant. The length of time of the interventions will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Occasionally a pupil may need more specialised support from an outside agency such as the Educational Psychologist etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is provided to the school parents/ carers

The SEND budget is allocated each financial year; the money is used to provide additional support or resources dependent on an individual's needs.

11. How are parents involved in the setting / school / college? 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.

All parents are encouraged to contribute to their child's education, this may be through:- discussions with their class teacher, during parents evening and discussions with the Family Worker, SENDCo and Head Teacher.

We review all targets set at a School Support Plan meeting together with parents and pupils. We agree what everyone will do to make teaching more effective to support learning. New targets will be discussed and a date set to review how well your child is doing, if the targets are making a difference and what we need to do next. All parents are encouraged to comment on their child's success plan with possible suggestions that can be incorporated into it. Included on the support plan will be strategies / activities that the parents can complete with their child at home to support them in their learning.

Every year parents and pupils are asked to fill in a questionnaire relating to their experiences of the school over the previous academic year. These questionnaires are analysed by the Senior Management Team, with the results helping to identify areas in the school that we can improve

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 invited to all parents' consultation evenings, and are supported in evaluating their success when reviewing their targets on their individual support plan.

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

If you wish to talk about your child your first point of contact should be their class teacher. If you wish to discuss your child's needs parents should contact the school office to arrange a meeting with the schools SENDCo.

If you are not satisfied that your concern has been addressed, speak to the Head Teacher then ask to speak to the school Governor's representative.

Are you a school specifically supporting people with:

Please Tick

Autistic Spectrum Conditions	
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	
On the internet	

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.

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

Email localoffer@bedford.gov.uk
Telephone 01234 276054
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
5th Floor, Borough Hall
Cauldwell Street
Bedford
MK42 9AP**