

Bleakhouse Primary School Local Offer September 2023

Universal Offer

All children who attend Bleakhouse Primary are able to make transition visits to the school. Individual children's needs are discussed with previous schools and parents as necessary before children join the school.

We use a thematic approach to the curriculum. Lessons are differentiated to meet the needs of learners and a variety of resources including ICT are available for children to access. Ongoing assessment of children's learning is used to monitor progress and identify the next steps a child needs to take. Where necessary, short-term interventions are used when gaps in learning are identified. Home Learning tasks are set which can often be completed with other family members (see Home Learning Policy).

In addition to the annual written report each child receives there are Parents' Evening each term where achievement and progress are discussed. Staff are available at the start and end of each day for parents to share any concerns they or their child may have. Children's voice is listened to through a variety of pupil groups including the School Council and Learning League.

Further information about our universal offer is available in the Prospectus which is also available on the school website. Individual school policies outline the school's approach to specific areas.

Additional SEN Support

For children who are not making the expected levels of progress the school uses a variety of approaches to meet an individual child's needs. This intervention can last up to 20 weeks and include small group work to meet specific need, specific interventions for a period of time, closer monitoring of progress, 1:1 work including amanuensis; bespoke transition programmes to and from the school; involvement of outside professionals for advice (for example Educational Child Psychologist, Speech Therapists etc.). This advice then informs the work undertaken by staff and child.

Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. As with all programmes of intervention this will be discussed with parents in terms of what would be of most benefit to the child. Information about each intervention is available from the SENCo.

Interventions will be reviewed termly and this review will be completed with parents. Following the review there may be a need for a further period working on an intervention, an alternative intervention used or support may no longer be needed.

Parents may also ask school to seek advice from outside professionals if they have concerns. If there are concerns about your child's progress school may suggest holding a Community Assessment Meeting. This meeting can be held at a venue of your choice which may or may not be in school. School will invite all the agencies who have been offering advice and support about your child's progress plus any agency you would like to invite. At this meeting everyone will discuss with you the support your child needs and listen to your views. At the end of the meeting there will be a decision about whether your child can make progress with support available from the Local Offer or if there should be a request to the Local Authority (LA) for an Education, Health and Care Plan Assessment.

If you wish to complain about the school's response to meeting your child's needs you must first raise your issue using the school's complaint procedure included in the School Prospectus available on the school website. The Sandwell Information Advice and Support Service (SEND IASS) is also there to help and the school does have the contact details.

Education, Health and Care Plan

Children who have severe levels of physical, learning, communication or emotional/behavioural difficulty, that are lifelong and complex, may need an Education, Health and Care Plan (EHC Plan). If the LA agrees to begin the process; an EHC Plan takes 20 weeks to complete. Your child will continue to be supported from the school's SEN resource while the plan is completed.

The EHC 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 professional development in order to ensure that they have the skills to teach your child. Your child will also have access to all the provision detailed on the school's Intervention Map, in the Universal Offer and Single School Based Category of SEN which are appropriate to their learning needs.

School will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHC Plan. If your child is not making expected progress then the school will request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

For children who have a disability a discussion will be held with parents, the previous school/setting and the agencies working with your child to ensure that the school is equipped to meet the child's needs before they join. Previously such discussions have led to the school making the necessary reasonable adjustments e.g. a hand rail at the appropriate height in the Key Stage 2 toilet and purchasing specific equipment such as ramps and adapted ICT equipment.

The school's inclusion work has been recognised by the Local Authority through the Sandwell S.E.N.D. Quality Mark - Platinum.

The expectations for children with SEND are high and it was observed that a culture exists amongst staff that you can make a difference for all children.

*Systems for effective provision embedded into SEND provision.
SEND QM, 2022*

OfSTED found:

Pupils who need extra help make very good progress. This is because leaders carefully plan additional support and they check that it is having the desired impact.

Leaders accurately identify pupils' additional needs and then teachers and teaching assistants provide high-quality support, both in lessons and at other times. Consequently, pupils who have special educational needs and/or disabilities make good progress from their starting points.

Pupils who have special educational needs and/or disabilities are given

well targeted and appropriate support depending on their particular needs.

OfSTED, 2017

Schools have funding from the Department for Education to help them to put in programmes and support for children with Special Educational Needs and/or Disability.

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- Ask the Special Educational Needs Coordinator (SENCo) to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Ask for advice from an Educational Child Psychologist, Advisory Teacher, Speech and Language Therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with Sandwell Information Advice and Support Service (SEND IASS) who can offer advice and support.
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child.
- Talk to you if we think we need to consider asking the Local Authority to make an assessment of your child's needs through an EHC Plan request because more advice/resources are needed to help your child to make progress.
- Support for children who require it is provided for children to access after school clubs available to all children.
- Trips are arranged to ensure that all children are able access them.

The School Improvement Plan

The School Improvement Plan includes the following actions in respect of pupils with SEN and/or disabilities:

- Ensure that SEND pupils receive bespoke support and guidance so that they make good progress.
- *Children with SEN to access resources that enable them to work independently in lessons.*
- *Work with Inclusion Support to evaluate the Sandwell GAIN process.*
- *Review the Intervention Map*

The Accessibility Plan

The Accessibility Plan is available from the school website.

Sandwell Local Authority Local Offer

The Local Authority Local Offer is available on:

[Sandwell Local Offer | Family Information Service Hub](#)