

Local Offer: Town Farm Primary School

1	How does Town Farm School know if children need extra help and what should I do if I think my child may have special educational needs?	- At Town Farm Primary School, we have rigorous monitoring in place that tracks the progress our learners make. We use data and other forms of assessment to identify additional needs. The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team during Pupil progress meetings so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. - Parents/carers are encouraged to speak to the class teacher about any concerns they have. Equally, teachers approach parents about any concerns they have about the pupil. We operate an 'open door' policy here at Town Farm Primary School and encourage parents to share their concerns and information about their children throughout the year. - We have a qualified SENDCO (achieving the National Award for SEND Coordination) and staff trained in areas of special educational needs, including emotional needs.
2	How will early years setting / school / college staff support my child/young person?	- Initial concerns and early interventions are discussed with the parents by the class teacher. Should further intervention be required to enable a pupil to make expected progress, the parents/carers are invited to a meeting at the school with the SENDCO to draw up a plan of support. This individual education provision plan (Pathway Plan) will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long, including recommendations from outside agencies where appropriate. - Our school provision map shows the range of interventions in place in our school, used where we identify pupils who will benefit from these interventions. All the intervention programmes we use are evidence based and known to support pupils to make increased progress. - Town Farm support programmes are overseen by the SENDCO and all our teachers are teachers of inclusion and special educational needs. We have a teaching assistant supporting each class and adjustments are made to the curriculum to meet pupils needs.

3	How will the curriculum be matched to my child's/young person's needs?	• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Differentiation is embedded in our teaching practice, ensuring that we provide a personalised curriculum to every learner. • Regular Pupil Progress Meetings between the Class Teacher and Head Teacher/Deputy Head teacher, which are conducted on a half termly basis. • Support staff have been trained to pre-teach and revisit learning concepts that are vital to the pupils understanding of work covered in class so that they can access the curriculum. • Vulnerable and SEND pupils' parents/carers were contacted daily during the COVID-19 pandemic to ensure they are supported when not in school. • We follow the Assess, Plan Do Review process. • We follow the Ordinarily Available Provision guidance.
4	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?	• Parents/carers will be invited to a parents meeting to discuss the support that the school are providing and how they can help their child at home. • During Parents' consultations we will talk about the progress your child is making and share ideas about how we can together help them to do even better. • Further meetings can be set up when concerns are raised. • The SENDCO is involved when the pupil is attending intervention groups and outside agencies are working with the pupil. • We liaise with the North East SEN specialist teacher service to provide further support to parents/carers. • We believe in supporting the development of parenting skills and as such work in collaboration with other agencies to facilitate this.
5	What support will there be for my child's/young person's overall well-being?	• The class teacher is the person who knows your child best. Pupils are always encouraged to go to their class teachers and form tutors if they are worried about anything. You should also feel free to contact your child's class teacher if you have any concerns. • All pupils are supported with their social and emotional development through the curriculum, assemblies, and school trips. At lunchtimes and at playtimes, pupils are monitored by staff that oversee good interaction between pupils and assist when problems arise. • We have a medical policy in place. Medicines are administered to pupils who need them by the Welfare Support assistant.

		• Pupils identified as having social difficulties are targeted through social communication intervention programmes run by our Learning Mentor team. • Our pupils are taught to value each other and to behave with courtesy at all times. We explicitly teach respect for all people through our curriculum. All children participate in Personal, Social, Health and Economic (PSHE) teaching. • Bullying is not tolerated at Town Farm Primary School. Pupils are taught about what to do if they encounter bullying in PSHE teaching. We ensure that lunchtimes are a positive experience for all pupils through play. We have trained school ELSA teachers (Emotional Literacy Support Assistant) • Parents are contacted to be made aware of any concerns that we have and meetings are set up to discuss ways to deal with the behaviour to avoid exclusions. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. • Attendance is monitored in order to prevent any unauthorised absences. • Pupils with identified behaviour, social and emotional needs may require additional specialist support. External support is sought and advice implemented to ensure that such pupils' needs are responded to. We facilitate access to Family Support, the Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS) and other agencies. • Pupil voice is encouraged through vehicles such as the Mini Parliament to gather the views of the children, and each class has a representative.
6	What specialist services and expertise are available at or accessed by the setting / school / college?	• All of our teachers hold Qualified Teacher Status and many of our staff are trained to work in specific areas of special educational needs such as speech, language and communication. • We encourage staff to update their skills and knowledge and provide training opportunities. • Services include but are not limited to: School nurse; Child Protection; First Aid; Speech and Language Therapy; Behaviour Support; Language and Literacy Support; Child and Adolescent Mental Health Services (CAMHS), Primary Mental Health Workers (PMHW), Community Paediatrician, and Paediatric Occupational Therapy, as well as specialist education services such as the Educational Psychology Service, Specialist Teaching Service and Freemantles Outreach.
7	What training are the staff supporting	• Our SENDCO has completed the National SENCO Award and is a qualified teacher.

	children and young people with SEND had or are having?	• We regularly invest time and money in training our staff to improve Wave 1 provision (Quality First Teaching) and delivery and develop new Wave 2 and 3 interventions. • Our SENDCO regularly updates the Senior Leadership Team and staff on matters pertaining to special educational needs and disability. • Teaching assistants and Learning support assistants are performance managed and training needs are identified. • We invest time and money in training our staff to develop their skills and knowledge. • Staff are regularly trained to support children with Special Educational Needs and past training has included speech, language and communication training, Attachment training, ADHD support and guidance and training on supporting children with Autism. The SENDCO and Learning Mentor have completed training in Compassionate schools. This year we will be implementing Zones of Regulation throughout the school.
8	How will my child/young person be included in activities outside the classroom including school trips?	• We are inclusive of all our learners in all aspects of the curriculum. Where there are concerns of safety and access, additional consideration is put in place to meet the children's needs • Risk assessments are completed before any trip outside of school. • All pupils have access to all the activities offered to the school population, both in school and out of the school setting. If the pupil has physical difficulty, provision is always made for them to enjoy the experience in a modified way e.g. A shortened length of time on a school trip or alternate arrangements are made for them to access the activity e.g., a parent accompanying the pupil on an overnight school trip.
9	How accessible is the setting / school / college environment?	• We are vigilant about making reasonable adjustments when needed and have a full accessibility plan in place. • Our policy and practice adheres to and embraces The Equality Act 2010 • We value and respect the diversity in our setting and this is reflected in displays and events in school.
10	How will the setting /school / college prepare and support my child/young person to join the setting	• Induction is very important to us and we invest time in welcoming our children and their families in a way that makes them feel a part of our setting. • On entry to our Nursery all families are offered a home visit by two members of our team, an induction visit with their parents/carers, and are invited to an information meeting where links between school and home are fostered and the home-school partnership begins.

	/school / college, transfer to a new setting / school / college or the next stage of education and life?	• All pupils go through a transition programme at the end of Y6 and transition meetings are set up with the secondary schools. • Transition meetings are held with parents, SENDCO of primary school and the SENDCO of the Secondary School. • All pupil records are shared and discussed with new school once they are on role. We have positive relationships with our feeder pre-schools/Nurseries and our local secondary schools.
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	• We seek to ensure value for money service, so all interventions are costed and evaluated on a termly basis through our provision map. Our SEND budget is allocated according to the needs of the individual child, and which stage of the Code of Practice they are on. • Money is allocated to staffing initially to cover pupils for EHCP funded hours. • Pupils are continually monitored and depending on their needs are provided with support in class, paired work or small group support. • Pupil premium spending is detailed on our website. Pupil premium is allocated to various resources such as interventions, home school link worker, and playground support and breakfast club. • Additional support from qualified teachers is available to ensure children make good progress and have access to a full and varied curriculum.
12	How is the decision made about what type and how much support my child/young person will receive?	• We aim that all pupils will have access to high quality first teaching in our school and ensure that all teachers deliver this. • We track children's progress on a half termly basis. • Where a child requires additional support the SENDCO will work with the class teacher, the pupil and parents to ensure that individual needs are met. • If the learner requires the support of specialist agencies, the SENDCO will oversee this provision. • The expected outcome of an intervention is set out at the start and the impact of interventions is monitored • The SENDCO oversees most additional support and shares updates with the Governor with responsibility for SEND.
13	How are parents involved in Town	• We believe that a strong partnership with parents is the best way to support a pupil's learning needs and aspirations and we take every opportunity to improve dialogue with parents.

