



Our Local Offer

Introduction

At Green Gates Primary School, we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital, however for some children there are occasions when further positive support may be needed to help them to achieve their targets.

What is 'The Local Offer?'

The local offer provides information of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

At Green Gates Primary School, we value the importance of working collaboratively. Therefore, all members of our school community are involved in our local offer. We welcome your feedback and future involvement with the development and review of our offer, so please do contact us. The best people to contact this year are:

SENDCOs – Miss Helen Beedle and Mrs Stephanie Fenney

Shadow SENDCO – Miss Sarah Hoggart

SEND Governor – Mrs Rebecca Walker

Headteacher – Mrs Katie Lowe

What will it do?

Green Gate's framework will allow the local offer to provide parents/ carers with the information about how to access services in their local area, and what they can expect from those services. With regard to Education, it will let parents/ carers of young people know how schools and colleges will support them and what they can expect across the local setting.

Here are some answers to questions that parents/carers might have about Green Gates Primary School's Local Offer.

	Question	Response
1	How does the school know if children need extra help, and what should I do if I think my child may have special educational needs?	All children's progress, academically, socially and emotionally is monitored regularly by class teachers and the Headteacher. Any concerns about a child are dealt with by the class teacher or the SENDCO in the early stages so that additional support may be offered when required. There may then be a need to discuss next steps in provision with parents/carers with a view

		to further assessment to pinpoint a child's area of need or offer extra support within school. At this stage, parents/carers would be invited into school for a meeting to discuss the way ahead. Children with SEN can be characterised by: • Making significantly slower progress than their peers when starting from the same baseline • Failing to either match or better their own previous rate of progress • Failing to close the attainment gap between themselves and their peers • Having an increasingly wide attainment gap between themselves and their peers (SEN Code of Practice: 0-25 years July 2014) If parents/carers have any concerns regarding the learning of their children, we operate a very open-door policy. Teachers are available to discuss concerns, as is our SENDCO. Appointments can be arranged at mutually convenient times across the week. When children are transferring to Green Gates Primary School from another local school setting, contact will be made and information regarding the child will be shared. In the case of children transferring from other areas, we endeavour to get in touch with a child's previous school to ascertain any special needs they may require support within school.
2	How will the school staff support my child?	All children are provided with 'Quality First Teaching'. However, if your child is identified as needing extra support, the school in conjunction with you will create a plan with targets individual to your child. If you are concerned about your child's progress the first person to contact would be your child's class teacher. Your child's class teacher is responsible for: • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know where necessary. • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Other school staff who can your child are the SENDCO, Headteacher and SEND Governor.

The school SENDCO (Special Educational Needs co-ordinator) is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Early assessment of Literacy and Numeracy, enables children to be placed in our targeted Literacy or Numeracy support groups.

The Ruth Miskin 'Read Write Inc' programme is used with groups of varying ability across the school. Numeracy focuses upon acquiring key skills and basic mathematical concepts.

3	How will the curriculum be matched to my child's needs?	All children are provided with 'Quality First Teaching'. • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • All lessons offer challenge and support necessary for each child to learn and where necessary differentiation occurs through the work set, questions asked and support given. • Specific resources and intervention strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
4	How will I know how my child is doing and how will you help me to support my child's learning?	• Children's progress is shared with parents throughout the year during parents evening and curriculum targets are sent home termly. • We have an open door policy at Green Gates and welcome parents to come in and discuss their child if they have any concerns, with the class teacher or the SENDCO. • If teachers have concerns they will contact parents to discuss them and listen to any concerns that you may have too. • The class teacher or SENCO will speak to you regarding any referrals to outside agencies to support your child's learning. • Education plans (SEND Support Plans, Pastoral Support Plans) are discussed and reviewed with parents each term. • All children are tracked using school's data tracking. • Annual reports are written for every child. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. Homework will be adjusted as needed to your child's individual needs. A home/school contact book may be used to support communication with you if it is felt that it would be useful for you and your child.
5	What support will there be for my child's overall well-being?	We ensure that all children are supported socially and pastorally by staff, who know the children well. • We have a high ratio of staff to children with at least one Teacher and a Teaching/Learning Assistant in each class. • We offer a wide range of activities within school to support their social and emotional development such as school visits,

		educational trips, and links with the community and residential trips in Year 5 and Year 6. • Jigsaw is delivered as part of the curriculum across the whole school. Jigsaw contributes to personal development by promoting social and emotional aspects of learning. It provides a framework and ideas for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom. • School has a Supporting Pupils with Medical Conditions policy which supports parents/carers with the management of their child's medication within school and staff regularly undergo training in key areas such as asthma. • If a child comes into school with a specific need, the relevant healthcare professional will provide staff with training. The school also has trained first aiders within school and at least one will be present on any visit outside of school. • School has a behaviour policy which is known, used and adhered to by all staff across the school. • Children who need specific support with their behaviour will be identified and support offered. This support will range from extra support in the classroom, to interventions and support from Specialist Provision in the area. • We promote and celebrate excellent attendance. • Parents are supported and school will ring home to query a child's non-attendance at school.
6	What specialist services and expertise are available at or accessed by the school?	School employs staff trained to educate and care for children throughout their primary years. • Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and emotional problems children may experience Provided by the Local Authority or available through the Galileo Academy, but at cost to the school: • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Specialist Teaching Service (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) Provided by the Health Service but often delivered in school: • School nurse • Occupational Therapy • Physiotherapy • Speech and Language Therapy

		• CAMHS • Time4U Counselling
7	What training have the staff supporting children with SEND had?	• Individual staff are trained in First Aid and are strategically placed around school. • The SENCO attends L.A. training and attends key regional training' which is then shared with all staff. • Many staff are Team-Teach trained which provides staff with 'a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm.' • The SENDCO provides in-house training on developing SSPs and around specific requests from staff, or as necessary to support a particular child or group of children. • Where necessary, specialist training is brought into the school. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g BLAST-Speech and language intervention
8	How will my child be included in activities outside the classroom including school trips?	• We are fully-inclusive and all children attend all events and trips and are encouraged to take part in all activities both within and outside of school. • Where necessary, extra support will be provided to ensure full participation by all children and parents are fully-informed as to the trips and activities open to every child. • Risk assessments are carried out and procedures are put into place to enable all children to participate
9	How accessible is the school environment?	The school buildings are all accessible to children with a physical disability. We ensure that equipment used is accessible to all children regardless of their needs. Disabled toilet facilities are available in the building.
10	How will the school prepare and support my child to join the school; transfer to a new setting, school or the next stage of education and life?	We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is joining our school: • We encourage parents and children to visit the school and meet their new teacher prior to joining the school.

		• A member of the Senior Management Team will either show the child and parents around school or be available to answer any questions. If your child is moving child to another school: • We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: • Information will be passed on to the new class teacher in advance. • Your child will have transition visits to meet the class teacher and become familiar with their new classroom. In Year 6: • The teacher and SENCO will discuss the specific needs of your child with the SENCO of their secondary school. 6 • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
11	How are the school's resources allocated and matched to children's special educational needs?	The school budget, received from Galileo Academy Trust, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENDCO discuss all the information that they have about SEND in the school including: • The children getting extra help already. • The children needing extra support. • The children who have been identified as not making as much progress as would be expected. Then they decide what resources/training and support is needed. This is reviewed regularly and amended as necessary.
12	How is the decision made about what type and how much support my child will receive?	Our school offers many different types of support 1. Class teacher input via high quality classroom teaching targeted at areas of weakness of individual children. For your child this would mean: • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building upon what your child already knows, can do and can understand.

	• Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Making certain that specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress. 2. <i>Specific group work within a smaller group of children.</i> These groups, often called Intervention groups by schools, may be within the classroom or outside. Led by a teacher or more often a teaching assistant who has had training to run these groups. 3. <i>Being recorded as part of the school SEND register</i> For your child this would mean: • They have been identified by the class teacher as needing some extra support in school. • He/ She will engage in group sessions with specific targets to help him/her to make more progress. • A teaching assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions. • A SEND Support Plan would be drawn up by the class teacher detailing targets set to address the specific needs of your child. This is reviewed termly and parents are invited to help to plan targets. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. 4. <i>Specialist groups run by outside agencies e.g:</i> • Outside agencies such as the Speech and Language Therapy (SALT) Service. • Drama and/or art therapy offered by The Link based in Redcar. • For children medical/life limiting or life shortening needs the school would use the following website for guidance: www.togetherforshortlives.org.uk For your child this would mean: • Your child will have been identified by the class teacher/SENDCO (or you will have raised your worries) as
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needing more specialist input instead of or in addition to high quality teaching and intervention groups.

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- You will be invited to come to a meeting to plan the targets for your child's SEND Support Plan

All specialist professionals will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g a social skills group
- A group or individual work with outside professionals.

The school may suggest that your child needs some individual support in school. We will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups.

5. Specified Individual support.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Speech and Language Therapy (SALT) service
- Educational Psychologists
- Specialist Teaching services
- Support Bases

For your child this would mean:

		• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education Health and Care Plan. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child requires this, they will ask the school to continue with the support provided. • After the reports have been read the Local Authority will decide if your child's needs are severe, complex and lifelong and whether they require additional provision or resources beyond those usually available to the school. • . If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support provided. • The EHC plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. This type of support is available for children whose learning needs are, severe, complex and lifelong and they may require additional provision or resources beyond those usually available to the school.
13	Is there any other provision based on/near Green Gates School site?	• The nearest assessment base to Green Gates Primary is Dormanstown Assessment Base.