

## Appendix B – School’s Local Offer

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All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.

### Admissions

Children and young people, with SEND are allocated places in two separate and distinct ways:

1. Those children and young people with Education, Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
2. Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child has an Education, Health and Care Plan, or if he/she has special needs but does not have an Education, Health and Care Plan, can be found on the following links:

<https://www.iwight.com/Residents/Schools-and.../School-Admissions/>

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS WITH LEARNING

IN THIS SCHOOL:

School-Based Information	Staff	Summary of Responsibilities
1. Who are the best people to talk to in the school about my child’s difficulties with learning/ Special Educational	Class teacher	They are responsible for: <ul style="list-style-type: none"><li>•Discussing child’s current working levels, daily progress and achievement, which relate to Quality First teaching.</li><li>•Setting targets for current Pupil Passport - plan, do, review, cycle.</li><li>•Reviewing all Pupil Passports and maintaining an evidence base of targets and work completed.</li><li>• Managing TA’s with regards to their interventions.</li><li>•Liaising with the SENCO over areas of concern through the Cause for Concern system.</li></ul>

Needs/Disabilities (SEND)?	Mrs Preston SENCO Mrs Day HT	<ul style="list-style-type: none"> <li>• Ensuring recommendations from outside agencies take place within the school day on a targeted cycle of work.</li> </ul> <p>They are responsible for:</p> <ul style="list-style-type: none"> <li>• Overseeing the day-to-day operation of the SEND Policy.</li> <li>• Coordinating the provision for pupils with SEND.</li> <li>• Liaising and giving advice to fellow teachers.</li> <li>• Overseeing records of pupils with SEND</li> <li>• Liaising with parents of pupils with SEND (after initial contact through the class teacher).</li> <li>• Making a contribution to INSET for staff during staff meeting or training days and through targeted TA meetings each term.</li> <li>• Maintaining and monitoring a provision map for pupils with SEND.</li> <li>• Liaising with external agencies, LA support services, health, social services and voluntary bodies.</li> </ul>
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## HOW COULD MY CHILD GET HELP IN THE SCHOOL?

Children and young people in Gatten and Lake Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people, it may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the SEND Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this school?	All children – Quality First Teaching	Your child will have their needs met through high quality levels of Quality First teaching, using activities that will be varied and aimed at your child individually.	All children
	All children – School based interventions.	Regular Pupil Progress Meetings take place in school with the Class teacher and Head teacher, where individual children's progress and needs are discussed. If your child is not achieving expected levels of attainment, the progress gap is growing or your child's needs do not appear to be met within QFT then your child will be put forward to engage in one or more of the targeted interventions that we run in	

		school. Decisions will be made with the class teacher, Head teacher and SENCO. Current Interventions are all available as a separate document as part of our provision map.	
	SEND Support	If, following a period of sustained interventions and sustained support your child's area of need does not show appropriate progress then your child will be identified for SEND Support and a Pupil Passport will be formed.	
	Child with EHCP	Individual specific support as identified on the EHCP	
3. What support is there for behaviour, avoiding exclusion and increasing attendance	<p>At Gatten and Lake Primary school we will endeavour to support any child with an identified need in the area of Social, emotional and mental health difficulties by trying to identify the underlying cause and supporting the child and family in ways to help improve their situation.</p> <p>Depending on the need we could offer (after consultation with the SENCO, Head teacher, Class teacher and parents) an EHA (Early Help Assessment) to support the child's needs with the engagement of other outside organisations relating to the Team Around the Family. This is subject to agreement by the MASH team in Social Care.</p> <ul style="list-style-type: none"> <li>•Where there is a specific need regarding the management of behaviours in tackling a wider issue a Pupil Passport may be initiated. This will set targets and will be based on a plan, do, review cycle. Parents and children will be informed, included and consulted with at all stages.</li> <li>•Attendance is monitored closely at Gatten and Lake Primary School. All children receive weekly Dojo reward points for 100% attendance. Children are rewarded half termly for attendance, both 96%+ and 100%. Class rewards are also in place.</li> <li>•Calls for any absent child occur daily and attendance for children who are not at 100% are encouraged by the school administering medicine where appropriate.</li> <li>•SAM (School attendance meetings) may take place for any children where attendance falls within or below target, or if they show a pattern of broken weeks or are regularly late for school.</li> </ul>		
4. How can I let the school know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> <li>• The first point of any contact would be with the child's current class teacher. Class teachers are always happy to meet with parents at the end of the school day, informally or by prior arrangement if there are other commitments on the day. We have an open door policy for this reason.</li> <li>•There are 3 planned opportunities to speak with the class teacher each academic year, one in each term, as well as a mid-year report in the Spring term and a final end of year report in the Summer term.</li> <li>•If you still feel unhappy about any issue after a discussion with the class teacher an appointment can be made to speak with the SENCO, Mrs Preston in the first instance and further to this the Head Teacher, Mrs Day.</li> </ul>		
5. How will the school let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> <li>• Class teachers will keep parents informed if they have concerns regarding a child. Issues will be brought to parents' attention as soon as possible.</li> <li>•A meeting will be arranged between the class teacher and the parents to discuss initial concerns and following this an additional meeting may be arranged to plan to address any needs.</li> </ul>		

	<ul style="list-style-type: none"> <li>•Additional staff may attend this meeting, e.g. SENCO, to support the discussion and planning of any interventions within school.</li> </ul>	
6. How is extra support allocated to children and young people and how do they move between the different levels?	<p>Extra support is identified in regular pupil progress meetings with the class teacher and Head teacher.</p> <ul style="list-style-type: none"> <li>•Suggested interventions may be planned at this stage that can take place within the classroom setting to support the child’s needs. Interventions that can be accessed by a group may also be considered.</li> <li>•The SENCO and SLT carefully monitor the working levels of all children including those on interventions and track progress accordingly. Therefore intervention groups fluctuate during the course of the academic year.</li> <li>•Interventions are adapted to suit the needs of the learners to attempt to ensure the children exceed expected progress with a view to closing the gap between themselves and expected levels of attainment.</li> </ul>	
7. What specialist services are available at or accessed by the school?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Family Liaison Officer</li> <li>• Behaviour Support</li> <li>• Educational and Inclusion Service</li> <li>• Play Therapist</li> </ul>
	B.Paid for centrally by the Local Authority but delivered in school	Speech and Language Therapist
	C.Provided and paid for by the Health Service but delivered in school	School Nurse Sensory Support Service
8. How are staff in the school supported to work with children & young people with a SEND? a)What training have the staff supporting children/young people with SEND had or have available?	<p>SENCO has Accreditation award.</p> <ul style="list-style-type: none"> <li>•Ongoing training as required by staff.</li> </ul>	
9. How will activities/teaching be adapted for my child/young person with learning needs? a) How will the curriculum be matched to my child’s/young person’s needs? b) How will both you and I know how my child/young person is doing and how will you help me to support my	<p>As part of QFT (Quality First Teaching), work will be planned and taught at different levels to address the needs of all learners and their current level of attainment. This will not only consider the new learning that takes place but also the consolidation and application across all subjects. Problem solving will feature in this enabling all children to learn through the depth of learning before moving on to new learning strategies.</p> <ul style="list-style-type: none"> <li>•The curriculum will be matched to suit the needs of each child to ensure it is fully inclusive for all children to enjoy and achieve. Different hooks into learning may be necessary and different learning styles for different learning but a balanced and well planned structure will be delivered to take account of each child’s needs.</li> <li>•The class teacher and SENCO will keep detailed records and monitoring information on your child’s progress.</li> <li>•Each parent receives feedback at the 3 parents meeting opportunities throughout the academic year and two written reports at mid-year and end of year point.</li> </ul>	

<p>child/young person's learning?</p>	<ul style="list-style-type: none"> <li>•Additional meetings can be scheduled between the class teacher and parents at the discretion of the class teacher or if the child is currently on a Pupil Passport when meetings will take place at least termly to set new targets and review progress and interventions.</li> <li>•If your child needs or would benefit from additional support at home the class teacher will inform you on how best to do that.</li> <li>•Every child in school receives weekly homework in English and Mathematics, planned at a level appropriate to the child's needs as well as daily reading practise.</li> </ul>
<p>10. How will the school measure the progress of my child/young person?</p>	<p>In circumstances where class teachers decide that a pupils learning is unsatisfactory, the SENCO would be informed through a Cause for Concern form. This will outline the primary areas of concern and what approaches have been made to adapt learning for the individual. The SENCO will then initiate a review of the approaches and be able to suggest alternative approaches or targeted support through further specific interventions.</p> <ul style="list-style-type: none"> <li>•Progress will then be closely monitored through interventions the child is engaging with.</li> <li>•Support maybe necessary through SEND Support where a series of plan, do review targets are established to address identified needs and ensure additional support is in place to ensure adequate progress.</li> <li>•Adequate progress is defined as: <ul style="list-style-type: none"> <li>○ Narrowing the attainment gap between the pupil and peers.</li> <li>○ Preventing the attainment gap increasing.</li> <li>○ Equals or improves the pupil's previous progress rate.</li> <li>○ Ensuring full curricular access.</li> <li>○ Improving attitude towards learning</li> <li>○ Showing an improvement in pupil's behaviour</li> <li>○ Showing an improvement in self-help, social or personal skills.</li> </ul> </li> </ul>
<p>11. What is the pastoral, medical and social support available in the school? a) What support will there be for my child/young person's overall well-being?</p>	<ul style="list-style-type: none"> <li>•Engagement and review meetings with school nurse.</li> <li>•Mentor meetings for Pupil Premium children to raise self-awareness and positive self-esteem in their work. <ul style="list-style-type: none"> <li>• FLO (Family Liaison Officer)</li> <li>• EIS (Education and Inclusion Service)</li> <li>• Play Therapist</li> <li>• Referral to counselling services as needed</li> <li>• School Nurse visits</li> </ul> </li> </ul>
<p>12. What support does school have for me as a parent of child/young person with a SEND?</p>	<p>Family learning, with the majority engaging families in YR and KS1 to support the transition into school for parents and children, but also engaging session in KS2 where appropriate.</p> <ul style="list-style-type: none"> <li>•We offer Early Help Assessments to families that meet the criteria of school and HANTS direct, through further support network meetings where additional services can be accessed to support the needs of the family, e.g. parenting support, CAHMS, school nursing team,</li> <li>•FLO to link directly with families in supporting the home school communication and work process.</li> </ul>
<p>13. How does the school manage the</p>	<p>As a school we will support families in getting children to school to ensure quality education without the need for any significant gaps in attendance.</p> <ul style="list-style-type: none"> <li>•Please see the school separate policy on the administration of medicines.</li> </ul>

administration of medicines?	
14. How accessible is the school environment? (including after school clubs and school trips)	<p>As a new build school, first occupied in 2013, we are completely accessible and an inclusive school.</p> <ul style="list-style-type: none"> <li>• We have on site fully accessible toilet and shower facilities, assigned disabled parking bays, flat pathways and entrance routes into all external and internal rooms as the school is based on one level.</li> <li>• Access to after school clubs and trips are available to all and in occasional circumstances suitability of residential trips would be sought prior to booking information being completed.</li> <li>• Parents, whose children are in receipt of pupil premium funding receive financial support to enable children to participate in all activities in line with their peers.</li> <li>• The office is always open from 8am until 4pm daily to deal with any queries by any stakeholder.</li> </ul>
15. How will the school support my child/young person when they are leaving? OR moving to another Year?	<ul style="list-style-type: none"> <li>• We have close links with the onsite pre-school and other local providers who visit the school environment during transition</li> <li>• Pre-school staff attend liaison/transition meetings</li> <li>• Internal Transition Passports for all children in KS1 and KS2.</li> <li>• We have links with the local secondary schools, the children participate in events throughout KS2 to raise awareness of the larger secondary school sites, e.g. Baylink Olympics</li> <li>• There are transition meetings between all secondary schools and primary school for transfer of information.</li> <li>• Additional meetings for the transfer of SEND information with Secondary school SENCO, Primary school SENCO and Y6 class teacher at the point just prior to transition.</li> </ul>