



Naburn CE Primary School – Local Offer

Please also see the link below for the City of York website:

www.yor-ok.org.uk/local-offer-original.htm

Requirement	Compliance and Provision
Who is the SEN Coordinator (SENCO)?	Brenda Christison (Headteacher)
Who is the SEN Governor?	Anne Clark
Describe the kinds of special educational needs for which provision is made	Provision is made for the care, wellbeing and progress of children with additional needs, children with English as an additional language and those in receipt of the Pupil Premium Grant. The school is fully accessible for wheelchairs.
How does the Naburn CE Primary know if a child needs extra help?	Concerns are raised by parents Data analysis and/or work in books show limited progress Pupil Progress Meetings between staff and Headteacher raise concerns Staff Appraisals raise concerns A change occurs in a child's behaviour Information is received from other agencies working with a child
What should I do if I think my child might have special educational needs?	Contact the class teacher initially. We can then talk about what can be put in place to help and also perhaps offer specialist assessment and support by an external partner.
How will Naburn CE Primary support my child?	Following identification specific, measurable targets are identified and written, which will be monitored by the SENCO. Carefully planned support is then given, which can be classroom based through differentiation of activity, support, resource, etc. Intervention activities might also be implemented in a 1:1 or small group by a HLTA (Higher Level Teaching Assistant), TA (teaching Assistant) or ELSA (Emotional Literacy



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	<p>Support Assistant). Such activities will again be monitored by the SENCO. Regular Pupil Progress meetings are held between teachers and the Headteacher and targets and progress will be discussed then, so informing future plans and provision. Some children are then referred to specialist support workers, such as Speech and Language or Educational Psychologists who can offer further support to the child, school and family, creating a unified, supportive approach. Specialist equipment may be provided to help your child further, for example a coloured overlay for reading, a writing slope or a pencil grip.</p>
<p>How does Naburn CE Primary adapt the learning environment for pupils with special educational needs?</p>	<p>Classroom displays ensure prompts are available to support learning, such as key words, alphabet strips or number bonds. Table top resources encourage independent learning. Additional ramps, a hygiene suite and lift were added to the school building in 2009 We are happy to discuss individual access requirements and adapt our Access Plan as required so that it meets the needs of all our children. At present in school we have: Access ramps to doors Wheelchair accessible doors Most classes on ground level, with a lift to first floor Y5/6 classroom 1 disabled toilet/hygiene suite Carpeted rooms to reduce noise for the hearing impaired Provision of a translation service for parents whose first language is not English</p>
<p>Describe activities that are available to children with special educational needs in addition to the curriculum</p>	<p>A range of extra-curricular lunch and after school activities is available for all pupils in school. All activities and trips are made as inclusive as possible and available to all children. A risk assessment is carried out before each trip and adjustments made as necessary, for extra adult support</p>
<p>What support is available for improving my child's social and emotional development?</p>	<p>Small school, family atmosphere Core Christian values at the heart of all we do (compassion, perseverance and trust) School Council</p>



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	<p>Y6 buddies for Reception children School Nurse ELSA support Midday supervisors are available throughout the lunch hour to offer support as needed</p>
<p>What if my child has medical needs?</p>	<p>A detailed care plan is drawn up (with support from other agencies as needed) and made available to all staff who are involved with the pupil. The school lunch provider is made aware of medical and dietary needs. Staff are trained regularly e.g. Epipen training and First Aid. Mrs Jackson is also trained as a Paediatric First Aider. Medicines can be administered in school, if necessary, but only when, after a discussion with parents, a written medicine consent form is signed by the parent, to ensure the safety of the pupil and staff (in accordance with School Policy).</p>
<p>What specialist agencies are available to school?</p>	<p>School can access a range of specialist help, some through the LA and some through the Cluster. Example are as follows: Educational psychologist Speech and Language support (SALT) Behaviour Support Autism Outreach Lime Trees Social Services York District Hospital (paediatricians) CAHMS (Child and Adolescent Mental Health Service) School Nurse ERP (Enhanced Resource Provision at St Oswalds) Visual Impairment Service Hearing Impaired Service Health and Wellbeing Officer SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) English as an Additional Language teacher</p>



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	<p>Individual children may also be referred through their GP or local children's centre.</p>
<p>What should I do if I think my child has special educational needs?</p>	<p>The class teacher is the first point of contact. We operate an open door policy where teachers are ready to chat about any issues. A meeting can be arranged with the teacher where we will listen to your concerns. We know that we can draw on your experiences at home and together we can then build a better picture of the concerns and how to move forward.</p> <p>The SENCO will then become involved to work with yourselves and staff to create a plan of action.</p> <p>We can then arrange for your child to be assessed either by ourselves or an external partner.</p> <p>We will support you through this process and review provision to find out what works best for your child.</p>
<p>How are children supported at times of transition?</p>	<p>Records and other communications are transferred from school to school prior to a child leaving or joining.</p> <p>Visits are made to local nurseries and transition days are planned for new starters.</p> <p>Transition to local secondary schools is carefully planned, with teachers from the secondary school visiting to meet the children and visits to the school planned also.</p> <p>SENCO meetings between staff are also planned as part of the transition to secondary school. Visits can also be planned and transport practice arranged through the Transport Officer if a child has particular worries about moving up.</p> <p>The Headteacher is always available to chat through any worries.</p>