



Great Chart's Response to the Local Offer (Our Information Report) – updated Sept 2022

1a. How does Great Chart School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school
- there is lack of progress
- attainment is below national expectation
- there is a change in the pupil's behaviour
- a pupil asks for help

1b. What should I do if I think my child may have special educational needs?

- If you have concerns then please contact your child's class teacher in the first instance.
- If appropriate the class teacher will raise their concerns with the Inclusion Team.
- If you are a new parent you should contact Mrs High or Miss Bennett (Inclusion Team) via the school office (01233 620040)

2. How will I know how Great Chart School will support my child?

Each pupil's learning is planned by the class teacher; it is differentiated/adapted to ensure the pupil's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of our quality first teaching. Staff will also refer to the Kent Mainstream Core Standards for strategies as these provide a framework for schools to support children and young people with SEND.

Every pupil is discussed at least three times a year at Great Chart's Pupil Progress Meetings with all teaching staff that are involved in teaching and learning of that year group and the leadership team. All pupils' attainment and progress is analysed by the Leadership team at least three times a year.

During Pupil Progress Meetings pupils are identified for intervention and support (e.g. writing, maths, social skills, fine motor skills). Interventions are detailed on a PPM Grid which is created by the class teacher to record all the support/intervention delivered. Provision Maps (which will state the outcomes the child is working towards) are created for children who are SEN Support. Parents are informed if their child is receiving additional

support at parent teacher consultation meetings and through letters sent home each term from the Inclusion Team.

If your child has an EHCP (Education, Health & Care Plan) or High Needs Funding you will receive a Personalised Plan detailing your child's specific support and outcomes to work towards, each academic year. Progress towards outcomes will be discussed at meetings which parents attend; these are held three times a year.

3. How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated / adapted by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. Additionally, your child may work with a member of the Inclusion Team if they have more specific needs.

If appropriate, specialist resources may be given to the pupil e.g. writing slopes, chromebook, coloured overlays, pen/pencils grips, easy to use scissors.

4. How will I know how my child is doing?

At Great Chart Primary we operate an open door policy; all teachers are usually available at the end of the school day or will be able available to meet with parents at a convenient time by appointment.

Additionally parents are formally invited to discuss their child's progress in our parent consultation meetings twice a year as well a meeting in the Summer Term for SEN Support pupils. Pupils with an EHCP will have a formal annual review.

Pupil progress, attainment and attitudes to learning are formally shared with parents in December, April and July.

5a. How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through messages in the Home School Contact Book / Home-learning diary, personally or at parents' evenings.

A member of the Inclusion Team may meet with you to discuss how to support your child, if this is appropriate.

If outside agencies have been involved with your child they may provide ideas and suggestions that can be used with your child both at school and at home.

5b. What support will there be for my child's overall well-being?

The school offers a range of pastoral support for all pupils who are experiencing emotional difficulties at any one time.

Some pupils may attend interventions such as a Time to Talk group, Positive Play, Lego Therapy or have time to speak to their Teaching Assistant, Class Teacher or the Family Liaison Officer.

Some children may be eligible for specialist support through school referral.

5c. Pupils with medical needs

If a pupil has a medical need they will have a Care Plan which is compiled in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil.

All relevant staff receive regular epipen, asthma and diabetic training delivered by the school/nursing team.

Where necessary, and in agreement with parents/carers, medicines are administered in school if a pupil has a specific or long term identified medical need, but only with signed parental consent and with medicines in the original packaging.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

STLS – Specialist Teaching and Learning Services

Language Learners

Educational / Clinical Psychologist

CAMHS (Child and Adolescent Mental Health Service) - NELFT

Paediatric Consultants – Ashford Community Child Health

Social Care

Children's Therapy Team (Speech & Language/Occupational Therapy)

William Harvey Hospital

School Nursing Service

Young Healthy Minds

Outreach Services – Wyvern School

Early Help

Parenting Courses e.g. Incredible Years / Cygnet Training

What training are the staff supporting children and young people with SEND had or are having?

The Senco/Inclusion Manager has completed the National Accreditation for Sencos. Each member of staff has specific training to match the needs of their new year group. All staff receive regular training as well as local and national updates. Please see SEND Policy for further details of recent training.

8. How will my child be included in activities outside the classroom including Educational Visits?

All pupils are eligible to participate in activities, events and educational visits. Risk assessments are carried out and procedures are put in place to enable all children to fully participate.

However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during a specific activity or visit

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- two toilets adapted for disabled users.
- wide doors in some parts of the building.
- A disabled parking bay.
- Contrasting colours in EYFS & KS1 outside areas and playground as advised by VI Service.

10. How will the school prepare and support my child when joining Great Chart Primary School or transferring to a new school?

As a school we understand that changing schools can be distressing for some children and therefore we aim to make the transition process successful through:

- We encourage new entrants to Great Chart to visit and join us for an afternoon. We also contact the child's current school so that we can properly prepare for their arrival.
- For children joining us in EYFS we offer additional transition sessions / hold meetings with outside agencies and pre-school where necessary.
- To support a pupil leaving Great Chart to join another Primary School we ensure all relevant information is shared.
- To support a pupil leaving Great Chart and joining a secondary school the Senco and/or class teacher meets with the secondary SENCo and/or completes all relevant documents. For some pupils additional visits are arranged to their secondary school.
- We also prepare personalised transition books which includes photographs to support the transition process for children in all year groups.
- The Senco passes on pupil SEN files to their relevant secondary school.

11. How are the school's resources allocated and matched to children's special educational needs?

The Inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

For pupils with a high level of need Great Chart will apply for additional High Needs Funding to support pupils with more complex special educational needs. (NB This is not guaranteed funding and has to be applied for on an annual basis).

12. How is the decision made about how much support my child will receive?

All pupils are discussed at Pupil Progress Meetings at least three times a year and support, resources and intervention programmes are allocated and evaluated at these meetings to ensure best use of the budget and pupil's needs are met. However, in the interim period, teachers track progress and will act upon any concerns. Parents are informed if their child is receiving additional support each term.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- During parent-teacher consultation evenings
- During discussions with a member of the Inclusion Team and other professionals.

14. Who can I contact for further information?

- Your child's class teacher, in the first instance.
- If you are a new parent you should contact the Inclusion Team (Paula High or Emma Bennett) via the school office on 01233 620040