

**“Learning and achieving in a caring community”**  
**‘Do to others what you want them to do to you’ Matthew 7:12**

Ann Edwards Church of England  
Primary School



**Local Offer Policy**

**April 2022**

Links to other policies / To be read in conjunction with:  
Keeping Children Safe in Education

Reviewed & Ratified: September 2022  
Next review: September 2025  
Governing Body:

## **1. INTRODUCTION**

Ann Edwards has talented, committed teaching staff who provide a broad, varied and well-structured curriculum. We aim for a stimulating environment where we present our children with a wide range of exciting and challenging experiences to enable them to develop as rounded individuals and to reach their full potential. Education is not just about intellectual development, it is also about developing personal, moral, spiritual, social and physical skills; as well as holistic development. Pupils with Special Educational Needs and Disabilities (SEND) are equal members of our school and their provision is a priority. This local offer is in line with the school SEND Policy and Information report which can be accessed via our school website, or by requesting a paper copy from the school office.

## **2. AIM**

2.1 Our aim is for all children including those with SEND, to reach their full potential in a supportive environment that prepares them well for the future and allows them to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution

## **3. HOW DOES OUR SCHOOL KNOW/IDENTIFY THAT CHILDREN HAVE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)?**

3.1 During ongoing assessment and through termly pupil progress meetings, class teachers and the Senior Leadership team (SLT) will identify those pupils who need additional and different provision to that which is normally provided for pupils of the same age. They will arrive at this decision using their own professional judgement, gathering evidence from; discussions with parents/carers and staff about how the child is progressing, the use of SEND descriptors to identify potential barriers to learning, the pupil's strengths and areas for concern, as well as advice from previous teachers/schools. Where necessary, outside agencies will be asked for their professional judgement to support the identification process.

3.2 When a new pupil is due to start at Ann Edwards C of E Primary School, the class teacher or SENDCo will be in contact with the prior school to ensure that the new pupil has a smooth transition to Ann Edwards. Furthermore, families will have the opportunity to speak to the class teacher or SENDCo prior to their child's start date should they wish to.

## **4. WHAT SHOULD PARENTS/CARERS DO IF THEY THINK THEIR CHILD HAS SEND? HOW CAN THEY RAISE CONCERNS?**

4.1 Ann Edwards Primary School has an 'open door' policy towards pupils and their parents and carers. If parents or carers have any concerns, they are welcome to talk with, or make an appointment with, the class teacher, SENDCo, Headteacher or any other relevant member of staff.

## **5. SEND CODE OF PRACTICE JAN 2015**

5.1 There is a single graduated pathway for addressing the needs of the pupils in our school (Appendix 1).

5.2 At Ann Edwards Church of England Primary School, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (January 2015):

- (a). Cognition and Learning
- (b). Communication and Interaction
- (c). Social, Emotional and Mental Health
- (d). Physical / Sensory / Medical

5.3 If your child has been identified as having a special educational need, the class teacher will produce termly targets which take the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions will be reviewed and refined, with support from the SENDCo.

5.4 Individualised support will be provided in a classroom setting or outside of the classroom. This is outlined in a 'My Plan' (Appendix 2) or a 'My Plan +' (Appendix 3) which sets out SMART (Specific, Measurable, Achievable, Realistic and Time related) targets relating to the individual pupil's areas of need and details the type of support and resources needed to meet these needs.

5.5 Pupils with significant areas of need will have an Education, Health and Care Plan which needs to be agreed by the Local Authority. Once an EHC Plan is in place, it will outline the type of support required and how the school will deliver this support. Children who receive this level of support have been identified by the class teacher, SENDCo and outside agencies to need a higher level of provision.

5.6 Your child may also need specialist support in school from a professional outside the school - e.g. Advisory Teaching Service, Educational Psychologist, Occupational therapy Service or Speech and Language Service.

## **6. HOW WILL OUR SCHOOL INCLUDE PARENTS AND STUDENTS IN PLANNING SUPPORT?**

6.1 Class teachers and/or the SENDCo make arrangements to communicate with parents and carers of pupils with SEND to share and discuss progress and concerns. If you have any questions or concerns about your child's needs or current provision in place, you do not need to wait until these meetings and you will be able to arrange an appointment with the class teacher or SENDCo.

6.2 Pupil voice is an important part of meeting a child's needs. Pupils will be able to complete 'My Profiles' (Appendix 4). This ensures their views are considered throughout the assess, plan, do, review cycle. For pupils who may have communication difficulties or social,

emotional and mental health needs, further opportunities will be given to seek their views through a 'My Passport' (Appendix 5). The My Passport supports pupils to share strategies which work and do not work for them. Subsequently, this is shared with the staff at Ann Edwards to ensure a consistent approach is implemented across the school.

6.3 Support and resources are planned through discussion with parents and carers, pupils or professionals. This provision might include:

- In-class support
- Small group support
- 1:1 support
- Additional or specific resources
- Allocation of Teaching Assistants as the need requires
- Interventions
- Advice from external advisors in various SEND fields

6.4 The impact of the support and resources will be measured and adapted accordingly. For pupils with a My Plan or My Plan+, targets will be reviewed three times a year. For pupils with an Education, Health and Care Plan (EHCP) there will also be a full review at least once a year.

## **7. HOW WILL OUR SCHOOL TEACH AND SUPPORT CHILDREN WITH SEND?**

7.1 Ann Edwards Primary is an inclusive school which supports the learning and development of all pupils and their families. All pupils have the entitlement to a broad, balanced, creative and relevant curriculum, which is adapted accordingly.

7.2 The environments are organised in such a way that is supportive to all pupils and particularly those with SEND. For example:

- Each class has a class teacher. Teaching Assistants are organised in teams to support EYFS, KS1, Lower KS2 and Upper KS2. This ensures that the support is flexible enough to be targeted where and when it is appropriate.
- We have had experience with pupils who have a range of needs and difficulties.
- Total Communication by means of sign language, symbols, visual timetables and verbal prompts are encouraged by staff and pupils.
- Classrooms have 'safe spaces' which can be used by pupils who need some 'time out'. These take the form of a special book area, calm area, 1 to 1 table and personal spaces etc.
- Children also have access to our whole school safe space which is a low stimulation area. Pupils can use this space to calm down or have quiet time.
- We have a Family Liaison Officer (FLO) and Emotional Literacy Support Assistant (ELSA) who is available for meetings by appointment. Our FLO is fully trained and has an excellent understanding of a wide range of support and resources available to pupils and families. The Nurture Nest is a very cosy, non-threatening environment where pupils and their families can talk in private, engage in group or 1:1 Nurture sessions and meet with outside agencies. There is a table and chairs for more formal discussions and a comfy sofa, cushions, games for when peace and quiet is required.

The FLO can help families access outside agencies, fill in forms, discuss strategies and progress.

- Ann Edwards also provides a wide range of additional activities, such as opportunities to learn in after school clubs outside the school day. All pupils with SEND are actively encouraged and to join in and benefit from these activities.

## **8. WHO WILL BE WORKING WITH YOUR CHILD?**

The class teacher is the first port of call for any enquiries parents and carers have about their children. Class teachers have a duty to:

- (a). Provide quality first teaching through the creative curriculum.
- (b). Differentiate the curriculum to take account of the needs of the individual pupils.
- (c). Keep the SENDCo and Senior Leadership Team informed about any provision that is additional and different.
- (d). Seek advice and support for pupils for whom extra assessment or support is needed.
- (e). Keep parents/carers informed about the progress and needs of the pupils.
- (f). Be responsible for the whole curriculum within his or her own class. There are occasions though when our class teachers use their special talents with other classes.
- (g). Liaise appropriately with outside agencies, for example an Educational Psychologist or an Advisory Teacher.

8.2 The Headteacher is the Designated Teacher for Children in Care (CIC) / Looked After Children (LAC or CLA – Children in Public Care).

8.3 Teaching Assistants work alongside the class teachers to support the quality first teaching, as well as additional and different provision for those with SEND.

8.4 SENDCo (see next paragraph).

8.5 Family Liaison Officer.

8.6 The Designated Teacher for Children in Care (CIC) / Looked After Children (LAC or CLA – Children in Public Care).

8.7 Other school staff.

## **9. THE SENDCo**

9.1 The SENDCo is responsible for overseeing the provision for all pupils with SEND and ensures liaison with other professionals in respect of children with SEND. The SENDCo advises and supports teachers within our school, working with class teachers to ensure that appropriate procedures are in place. The SENDCo ensures that relevant background information about individual children with SEND is collected, recorded and updated. This information is shared with all relevant staff, as and when appropriate.

9.2 The SENDCo attends local cluster meetings and local authority training and SENDCo conferences, and disseminates training to the staff. Whole school training is given to staff as and when appropriate. Additional training is given to staff as and when appropriate.

## **10. WHICH OTHER SERVICES DO WE USE TO PROVIDE FOR AND SUPPORT OUR PUPILS / STUDENTS?**

10.1 Outside agencies are contacted as and when appropriate for assessment and advice. These include:

- (a). The School Nurse
- (b). Occupational Health
- (c). Advisory Teaching Service
- (d). Educational Psychology Service
- (e). Specialist Health Advisors – Diabetes, Downs Syndrome, Epilepsy, Allergies
- (f). Speech, Language and Hearing Specialists
- (h). Cotswold Counselling
- (i). Virtual School
- (j). Social Services

10.2 The Governing Body is responsible for determining the aims and overall conduct of the school with a view to helping the school provide the best possible education for its pupils. In doing so it must comply with the requirements laid down by the Department for Education and Employment and Gloucestershire Education Authority.

10.3 A list of the present Governors is available on our website. Please feel free to make contact if you have any problems or queries - this can be done via the school office.

10.4 The SEND Governor works in partnership with the SENDCo to ensure safety and progression for all pupils with SEND.

10.5 The SENDCo liaises regularly with the Headteacher and the wider Senior Leadership Team in the strategic development of the SEND policy and provision.

## **11. HOW CAN PARENTS/CARERS ARRANGE A VISIT TO OUR SCHOOL?**

11.1 Telephone the school office to make an appointment – 01285 860335.

11.2 Email the school via: [admin@annedwardsprimary.co.uk](mailto:admin@annedwardsprimary.co.uk)

## **12. WHAT TO DO IF YOU ARE NOT HAPPY.**

12.1 We have an open door policy. If you are not happy please come into school or telephone the school office – 01285 860335 - to talk to your class teacher, the SENDCo, Headteacher, or another member of staff.

12.2 You can also email the school via: [admin@annedwardsprimary.co.uk](mailto:admin@annedwardsprimary.co.uk)

12.3 You can also request to speak to the Chair of Governors: Heather Messenger

12.4 Formal complaints should go through the school Complaints Policy which can be found on the school website or by contacting the school office.

### **13 WHO CAN YOU CONTACT FOR MORE INFORMATION?**

- (a). Class Teachers
- (b). SENDCo
- (c). Headteacher
- (d). Family Liaison Officer
- (e). Governors
- (f). Shire Hall Education Department

13.1 For more information about services available in Gloucestershire and for details of the Gloucestershire Local Offer:

[www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk) 0800 542 0202

13.2 For more information about the SEND Code of Practice:

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

13.2 SENDIASS (Special Educational Needs and Disability Information Advice and Support Service Gloucestershire):

Freephone: 0800 158 3603

Direct line: 01452 389344/5

[www.sendiassglos.org.uk](http://www.sendiassglos.org.uk)

## Appendix 1 - Gloucestershire's pathway for a graduated and integrated approach



- Additional needs identified including special educational needs or disabilities.
- Appropriate support put in place.
- **My Plan** written.

- Review of **My Plan** shows child/young person not achieving outcomes.
- Need to involve other agencies identified (eg. Educational Psychologists, Advisory Teachers, Speech and Language Therapists, Occupational Therapists, Health Visitors, School Nurses, Children's Centres, Youth Support Team, GDASS etc.)
- Lead Practitioner gains parental consent to contact other agencies to request their involvement with **My Assessment** to provide a holistic understanding of need.
- Each professional meets with child or young person and their family to undertake their assessment.
- Lead Practitioner sends an Analysis of Assessment form to appropriate professionals requesting a summary of their assessments and which can be included within **My Assessment**. Professionals return their forms with assessment, needs, SMART outcomes and actions identified.
- Lead Practitioner collates Analysis of Assessment forms into **My Assessment** in readiness for a TAC/TAF meeting.
- Meeting agrees **My Plan+**.

- Review of **My Plan+** indicates child/young person not achieving outcomes. This might result in changes to the outcomes and resources in the plan or it might result in a request for a statutory assessment and plan.
- Where a child with special educational needs is not achieving outcomes, the child or young person, parent, carers and practitioners involved will agree the next steps to either change resources or request an Education, Health and Care needs assessment.
- Request (with evidence from **My Plan+** review) submitted to multi-agency Panel to request a statutory assessment.
- If agreed by the multi-agency Panel, a statutory assessment of the child's or young person's educational needs takes place.
- The multi-agency Panel examines the evidence from the statutory assessment and decides whether or not to issue an **Education, Health and Care Plan**.
- If agreed, a SEND case coordinator works with the child or young person, parents and carers to agree the resourcing of the **Education, Health and Care Plan**.
- The **Education, Health and Care Plan** is reviewed annually.

## Appendix 2 - My Plan



# MY PLAN



My Plan				
Child/Young Person's Name:	Date of Birth:	Parent/Carer/Young Person's Signature:		Date of Signature:
Parent/Carer's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO		Parent/Carer/Young person consent to share this My Plan: YES/NO	People contributing to My Plan: *Delete as appropriate
My Needs	My Outcome	Actions	Resources	Review
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
				Achieved Partially Achieved Not Achieved
Reason for MY PLAN: Please include brief information about the child/young person's strengths & difficulties and the impact on their life.				
What has already been tried in order to support child/young person.				
Has a MY PROFILE (or similar) been completed for all children/young people named in this plan? YES/NO				
Name of Lead Practitioner:		Date of Completion:		Date of Review:

## Appendix 3 - My Plan+



# MY PLAN+



My Plan+				
Child/Young Person's Name:	Date of Birth:	Parent/Carer/Young Person's Signature:		Date of Signature:
Parent/Carer's Name:	Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council: YES/NO		Parent/Carer/Young person consent to share this My Plan +: YES/NO	People contributing to My Plan+:
My Needs	My Outcomes	Actions	Resources	Review
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
				Achieved Partly Achieved Not Achieved
Name of Lead Practitioner:		Date of Completion:		Date of Review:

Appendix 4 - My Profile

# MY PROFILE

Name: .....

Age: .....



## What is important to me

People:

Places:

Things:

## My aspirations and goals

Things I like and want to do more...

When I grow up I want to be a...

Sometimes I worry about...

## What people like and admire about me

What my family like about me...

What my friends like about me...

What my teachers like about me...

## What helps me

e.g. to try new things, to learn, to follow instructions

## What doesn't help me

e.g. to try new things, to learn, to follow instructions

## Appendix 5 - My Passport

Name:                      Age:                      Class:		My Passport	
<i>Insert photograph</i>		<b>Things I like:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
		<b>Things people admire about me:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>I can find it difficult to:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>What helps me:</b> <i>What to do when I... (cry, become disengaged or angry)</i> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		<b>Adults that help me:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>What doesn't help me:</b> <i>What to do when I... (cry, become disengaged or angry)</i> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		<b>I will help myself by ...</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	