Carnarvon Primary School
Local Offer

1. What kinds of special educational needs does the school/setting make provision for?
   Carnarvon (a large mainstream primary school catering for pupils aged 5-11 years) aims to be as inclusive as possible and endeavours to ensure that *all* pupils, regardless of need, make the best possible progress.
   The school makes provision for children whose special educational need falls into one of the following categories:

   - Cognition and learning (including dyslexia and dyscalculia)
   - Communication and Interaction (including ASC)
   - Social, emotional and mental
   - Sensory and physical
   - Anxiety related

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?
   All children at Carnarvon Primary School are regularly assessed and progress is carefully tracked and monitored. When teachers identify pupils who may require extra help, meetings with the SENCO and/or Senior Leaders take place to establish further action and support. Further discussion of these pupils may take place during the weekly SLT meetings.
   The progress of pupils who are assessed as (a) being significantly outside of age range expectations, (b) having a specific diagnosed need, (c) having social and emotional difficulties, will be monitored by the SENCO.
   Pupils whose needs are severe and complex may also be assessed and monitored by other professionals (e.g. Educational Psychologist) who work alongside the school and the family.
   If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail, to plan any additional support your child may need and to discuss with you any referrals to outside professionals to support your child. If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be worried that your child is not making progress, you can contact the SENCO, Nichola Clarke to arrange a meeting to discuss your concerns.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?
   SEN provision and policy are formally evaluated annually by the SENCO in corroboration with the Head teacher and assessment co-ordinator.
   The effectiveness of intervention work (additional to and different from quality first teaching) is reviewed termly by class teachers and teaching assistants
   The SENCO tracks interventions on a termly basis to ensure that provision is effective.
   b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?
   Progress and attainment of SEN pupils is closely monitored on a termly basis in line with the SEN code of practice. Teachers meet with parents at SEN review meetings and parent's evenings to discuss pupil progress and how best to support their child at home. When other professionals are involved, the SENCO/Head Teacher will attend multi-agency meetings.
   c) What is the school's approach to teaching pupils with special educational needs?
   Carnarvon Primary School is an 'inclusive' school which aims to provide all children with first class teaching. There are occasions when pupils with SEN need to work in smaller groups or on a 1:1 basis and this may or may not take place outside the classroom (where it is felt that pupils would benefit from this provision). Parents will be made aware of any circumstances in which changes have been made.

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d) How will the curriculum and learning be matched to my child/young person's needs?
The curriculum may be modified through adaptation to resources and support from teachers and teaching assistants. 1:1 interventions and small group work will be used where necessary.

e) How are decisions made about the type and amount of support my child/young person will receive?
The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. A decision on the type and amount of support a pupil will receive consists of a 4 part process: ASSESS: PLAN: DO: REVIEW to enable the most effective programme of support and ensure good progress and outcomes.

f) How will my child/young person be included in activities outside the classroom, including school trips?
We always aim to include all children in all activities. At times we will work alongside families and support services to ensure children access all opportunities.
We also aim to ensure that all children have equal access to school life including clubs, school council, play leading and other roles and responsibilities.

g) What support will there be for my child/young person's overall well-being?
All classes deliver PSHE curriculum to support pupil well-being. We recognise that some children have extra emotional and social needs that require nurturing from time to time. In-school nurture provision is co-ordinated by the SENCO and provided by experienced teaching assistants through planned activities and groups.
If further intervention is required, with parental permission the SENCO can access support from the Rushcliffe Primary Behaviour Partnership or the Child and Adolescent Mental Health Service.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.
The school SENCO is Nichola Clarke. She can be contacted by telephone on 01949 838246 or by email via the school office: office@carnarvon.notts.sch.uk

5. a) What training have staff supporting special educational needs had and what is planned?
We recognise the need to train all staff on SEN issues and we have funding available to support this professional development. The SENCO in liaison with the senior leadership team ensures that training opportunities are matched to school development priorities as well as pupil's needs. The school is a member of the Rushcliffe Learning Alliance which provides SEN training for teachers and teaching assistants. The SENCO attends termly training events organised by the Toot Hill family of schools

b) What specialist services and expertise are available or accessed by the setting/school?

- Education Psychology Service
- Rushcliffe Primary Behaviour Partnership
- Health – including Speech and Language Service, School Nurse, CAMHS, Paediatricians, Physical Disability Support Service, Occupational Therapy Service,
- Family Hub Network
- SEND Inclusion Services
- Social Services

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6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

   Children whose special educational needs are complex and severe requiring additional equipment and facilities can access additional funding from the Toot Hill family of schools. This funding could provide:

   - Extra teaching assistant support
   - Assistive technology
   - Software
   - Intervention packages
   - Bespoke training

   The school has been partially adapted to accommodate children with a physical disability. The car park has a designated disabled space. The entrance to the main school building has an accessible approach and doors suitable for wheelchair access. All classrooms have wheelchair access and the three buildings on site are all equipped with a disabled toilet

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

   - All parents are invites to attend a 'meet the teacher' session at the beginning of the school year.
   - All parents are invited to attend two parent/teacher consultations throughout the year
   - Parents of pupils with SEN are invited to attend three further review meetings to discuss their child's progress with the class teacher, SENCO and any other external agencies supporting the child.
   - The SENCO may signpost parents of pupils with SEN to the local authority Ask Us Notts. service where specific advice, guidance and support may be required.
   - Parents can contact their child's teacher at the beginning or end of the school day to make an appointment to discuss any concerns.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

   We encourage children to express their views on all aspects of school life and consult with them through the School council and pupil questionnaires. Prior to an SEN review meeting, the pupil will be consulted and given the opportunity to attend for all or part of the meeting.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

   If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

    The governors of the school have a responsibility to ensure all children with SEND can access appropriate services by:

- Determining the school's SEND policy
- Appointing the 'person responsible' for SEN (SENCO)
- Appointing a 'named' governor with responsibility for SEN
- Having regard to the SEN Code of Practice in all decisions
- Establishing appropriate staffing and funding arrangements

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The school holds regular 'drop in' sessions with the school nurse for parents to seek advice on additional services. We also aim to work with other agencies to provide most useful information and appropriate services to support children and their families.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

If your child is joining us from another school the SENCO will contact the school your child is transferring from to discuss your child's needs. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate. Where possible a planning meeting will take place with the SENCO from the transferring school.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

When moving classes in school information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Targets and individual provision programmes will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. In year 6 the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school. Your child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

13. Where can I access further information?

If your child has a special educational need of any sort and you are thinking about joining our school, please phone to arrange a meeting with the Head teacher and SENCO as early as possible. More information about the school in general can be found on the school website www.carnarvon.notts.sch.uk