

Including Parents and Carers

- ⇒ Education is a partnership and we believe we achieve the greatest success when families and school work together
- ⇒ We offer a range of opportunities to meet with staff to discuss pupil progress and any concerns you may have
- ⇒ If the class teacher is unable to resolve any concerns, you should speak to the Headteacher. If you remain unhappy with the provision the school is making, you can make a formal complaint to the Governing Body through the complaints procedure (details available through the school office)
- ⇒ We invite parents and carers to share in their children's learning through home learning opportunities and visits to school. All children produce a Learning Log each year to celebrate their learning
- ⇒ The school works with other education settings as well as parents/carers to make transition between phases of education or settings as smooth as possible, arranging meetings and transferring information as appropriate



What to do if you are concerned your child has additional needs

In the first instance, speak to your child's class teacher or make an appointment to speak to Mrs Comber, SENCo



For further information about children and young people with Special Educational Needs and Disabilities in the Horsham area, have a look on this website:

<http://compass-support.org/index.html>

Our school's Special Educational Needs Information Report can be found on our website:

www.rusper.w-sussex.sch.uk



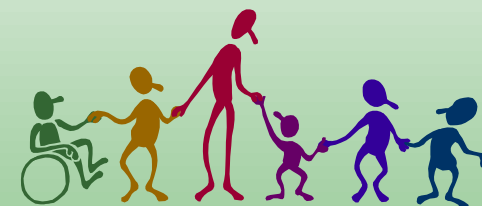
Rusper Primary School

Local Offer

As part of the Children and Families Bill (2014) schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25. This is called the Local Offer.

Rusper Primary School is a mainstream setting. The work of our school is built on the foundation of our core values: collaboration, independence, creativity, individuality and spirituality

This leaflet tells you a bit more about our Local Offer and how we can support your child.



What is the Local Offer?

The intention of the Local Offer is to improve choice and transparency for families. The Local Offer must include information about the provision the Local Authority expects to be available for children and young people with special educational needs regardless of whether or not they have Education, Health and Care Plans.



Identifying and Assessing Pupils with Special Educational Needs

- ⇒ All children are assessed on a regular basis by their class teacher against the Early Years Foundation Stage Curriculum or the National Curriculum. This enables us to track pupils' progress and attainment and identify those who may need additional support
- ⇒ Records and information from previous educational settings and outside agencies are read and taken into account when identifying individual children's starting points
- ⇒ Communication and partnership are an integral part of our approach
- ⇒ Transition arrangements are well planned and both child and family are supported. Children joining in Foundation Stage are given a number of opportunities to familiarise themselves with the school and the Early Years staff. Children joining in other year groups may be offered a familiarisation visit before they start
- ⇒ Learning in every class is differentiated to meet the needs of the individuals within the class. Some pupils may need support beyond this
- ⇒ Our Special Educational Needs Co-ordinator (SENCo) is Mrs Comber. She oversees the intervention programmes that support pupils with additional needs and liaises with outside agencies

Training and Expertise

- ⇒ Regular training is available for both teaching and support staff in order to enable us to meet the needs of individual pupils
- ⇒ Some staff are trained in the use of restraint of pupils
- ⇒ We have a First Aid co-ordinator, along with a number of other staff trained in First Aid. Some of these are additionally trained in Paediatric First Aid.
- ⇒ There are members of staff who are trained in the use of Epi -pens, supervision of the use of inhalers and the administration of prescription medicines
- ⇒ There are members of staff who are trained in the delivery of specific intervention programmes to support physical development, literacy and numeracy skills
- ⇒ We have a good professional relationship with a range of outside support agencies and services, including speech and language therapists, sensory team, the social communication team, inclusion advisory service and school nurses, as well as links with Social Care, the community police force and Educational Welfare officers



Facilities

- ⇒ The main school building is accessible for wheelchairs, although the main drive leading to the building is steep
- ⇒ As we have no hall on site, we use the Village Hall adjacent for large space activities. This has accessible access
- ⇒ We have a hygiene room with accessible toilet and shower bench
- ⇒ We have a small therapy room appropriate for physiotherapy activities
- ⇒ Resources and specific equipment are budgeted for
- ⇒ Advice is sought from outside agencies regarding the provision of specialist equipment



Teaching and Learning

- ⇒ Teaching supports the different learning styles of pupils and promotes our core values
- ⇒ Approaches to differentiation include different tasks, different outcomes, support from additional adults, use of resources, space and time
- ⇒ The curriculum and the learning environment are adapted to meet the needs of individuals—where necessary, an individual programme is planned and delivered
- ⇒ Additional support may take the form of individual Teaching Assistant support, an intervention programme delivered by a Teaching Assistant, additional teaching time, sessions with our Learning Mentor, support from an outside agency or a combination of these. Provision is made in response to an individual's needs
- ⇒ Additional risk assessments are put into place for children with specific needs when planning trips or extracurricular activities. We endeavour to make all activities accessible to all children



Well-Being

- ⇒ Our core values of independence and individuality support pupils' well-being and the development of resilience
- ⇒ We have a Learning Mentor available to support pupils with barriers to learning
- ⇒ A policy is in place for administration of medicines and the provision of personal care
- ⇒ Behaviour in the school is good, based on mutual respect between adults and children. Our policy is consistently implemented across the school
- ⇒ All staff undergo safeguarding awareness training regularly
- ⇒ The Headteacher and Deputy Headteacher are the Designated Members of Staff for safeguarding
- ⇒ The School Council provides a forum for pupils to express their views regarding all aspects of school life



Making Provision

- ⇒ A child is identified as requiring additional support beyond the general differentiation provided within the classroom
- ⇒ An Individual Education Plan (IEP) is drawn up by the class teacher and shared with the parents/carers—this identifies the targets we are working towards and the support we are providing—the timescale is usually about a term
- ⇒ The IEP may be focused on progress, attainment or behaviour, or a combination of these, and will identify the provision the school will put in place
- ⇒ The IEP is implemented
- ⇒ The IEP is then reviewed by the teacher to evaluate the impact of the action we have taken
- ⇒ The outcomes are shared with parents/carers and the cycle continues if necessary
- ⇒ The school reports the effectiveness of its intervention programmes to the Governing Body through the Provision and Outcomes committee and the governor with specific responsibility for SEN



Assessing and Reviewing Progress

- ⇒ All pupils' progress and attainment is assessed each term and provision is reviewed
- ⇒ Termly progress reports in English and maths are provided to parents/carers, along with opportunities to discuss any issues at a Pupil Progress meeting between the class teacher and the parents/carers
- ⇒ Some pupils may require a home/school communication book to record significant incidents and maintain regular contact

