



Little Plumstead VA Primary School's Local Offer

"where children come first"

Our Local Offer at Little Plumstead Primary School aims to identify the range of support available to any child who may need extra support. Sometimes this may be because they have a Special Educational Need or Disability (SEND).

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

"Children have a *learning difficulty* if they:

- * have a significantly greater difficulty in learning than the majority of children of the same age;
- * have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- * are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)

How does the school know if children need extra help?

What should I do if I think my child has Special Educational Needs (SEN)?

At Little Plumstead Primary School children are identified as possibly having SEN by considering a range of factors including:

- Child performing below age expected levels
- Concerns raised by parent/carer
- Concerns raised by a teacher e.g. behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical, or sensory
- Health diagnosis from a paediatrician

At present, 13.4% of all pupils at Little Plumstead Primary School have been identified as having a Special Educational Need.

How will I raise concerns if I need to?

Talk to us. Firstly contact your child's class teacher on 01603 712165, the Special Educational Needs Coordinator (SENCo) Mrs Gill Malcolm senco@littleplumstead.norfolk.sch.uk or our Pastoral Manager, Mrs Donna Hall pastoral@littleplumstead.norfolk.sch.uk



We have an open door policy and pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.



HOW WILL THE SCHOOL SUPPORT MY CHILD?

Who will oversee, plan, work with my child and how often?

- The class teacher will oversee, plan and work with each child with a Special Educational Need or Disability (SEND) in their class, to ensure that your son or daughter is developing their potential.
- Our SENCo Mrs Malcolm, will oversee all the support and progress of any child requiring additional support across the school.
- Teaching Assistants may work with your child either individually or as part of a group.

The type of support and how often it takes place will be discussed, explained and agreed with parents/carers, school staff and pupils before it begins.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher and/or SENCO will explain provision to parents/carers and will discuss your child's needs, support and progress regularly.
- For further information, the SENCO is available to discuss support in more detail.



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How are the **GOVERNORS** involved and what are their responsibilities?

- The SENCO reports to the Governors to inform them about the progress of children with SEND (Special Educational Needs and Disability); this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets each term with the SENCo. They also feed back to the Governing Body and frequently visit the school to monitor provision. Our Governor with the responsibility for SEN is Mrs Leanne Mills.
- The Governors agree spending priorities with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

How does Little Plumstead Primary School differentiate and how will that help my child?

Activities in class are set at different levels of challenge and are pitched at or above age related expectations (ARE). Children are encouraged to challenge themselves through varied learning opportunities which enable children to access and extend their own learning.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- You are welcome any time to make an appointment to meet with either the class teacher or the SENCo. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between child, parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If it is decided that extra support would be beneficial, a plan of support will be set out in a Learning Support Plan which will be discussed with parents/carers and when appropriate, pupils.

What interventions are available at Little Plumstead Primary School?

We support children in Early Years and KS1 to develop their language and communication skills through the Talk Boost Programme and the Nuffield Early Intervention Programme. Project Code X and Ruth Miskin Reading Schemes are reading and phonic intervention programmes which can be used in any year groups across the school. First Class @ Number 1 and Breaking Barriers are Maths intervention programmes used mainly in Years 2, 3 and 4 to boost basic numeracy skills. First Class @ Number 2 and Big Maths are interventions used from Year 4 onwards. Speed Up is a programme of activities used to develop fine motor skills and is used in KS2. Sensory Circuits are used across different age groups. Phonics boosters, Precision Teaching and One to One reading support are also available across the school if and when needed.



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How does the school know how well my child is doing?

- We measure children's progress in learning against National Expectations and Age Related Expectations (ARE).
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress regularly throughout their time at Little Plumstead Primary School, using a variety of different methods.
- Children who are not making expected progress are picked up through rigorous termly monitoring. Interventions/support will be introduced to help children to develop their potential.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

What pastoral, medical and social support is available at Little Plumstead Primary School?

*We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to well-being. We have a caring and understanding team looking after our children and have our own Pastoral Manager, Mrs Hall.

*Here at Little Plumstead Primary School we are a Pivotal School in our approach to behaviour. We recognise great behaviours first and foremost and we expect everyone to be 'ready, respectful and safe'. Our class Recognition Boards help focus on particular positive behaviours we are encouraging in a classroom during any particular week.

Children can earn House Points collectively for their house. The house with the greatest tokens each half term has a donation to make to a chosen charity which has been decided by the Year Six House Captains. We follow elements of the PATHS Programme which stands for Promoting Alternative Thinking Strategies, alongside the new Norfolk Relationship, Sex and Health Education programme of study which complements our Pivotal approach. At Little Plumstead Primary School the class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' /carers' first point of contact.

If further support is required, the class teacher liaises with the SENCO and/or Pastoral Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Care.



HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- Our school has a policy regarding the **administration and managing of medicines** which can be found on our school website. <http://www.littleplumstead.norfolk.sch.uk>
- Parents need to contact the school office if medication has been prescribed by Health Professionals to be taken during the school day and the procedure will be explained.
- Staff with responsibility for managing medical needs will have regular training and updates of conditions and medication affecting individual children.
- **Care Plans** will be written when necessary, in conjunction with parents and advice from Health Care Professionals.



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WHAT SUPPORT IS THERE FOR IMPROVING BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- At Little Plumstead Primary School we promote positive behaviour through the PIVOTAL approach.
- We aim to support any child with identified behavioural needs and relevant interventions are put in place.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult through a restorative conversation.
- Attendance of every child is monitored on a daily basis. Lateness and absence are

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through the School Council, which has an open forum for any issues or viewpoints. Our school council also meets with School Councillors from local schools on occasion.
- Pupils' views are sought regularly regarding their experience of school as well as an opportunity to comment on any extra support they may be receiving during the Learning Support Plan Review, Behaviour Support Plan Review or Education and Health Care Review.
- If your child has an Education and Health Care Plan, their views will be sought alongside parent or carer views, before any review meetings.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AND CAN BE ACCESSED BY LITTLE PLUMSTEAD SCHOOL?

- Mrs Malcolm, our Special Needs Co-ordinator (SENCo) meets regularly with other SENCos across the County through the Essential SENCo SEN Network.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - Health - GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists, Occupational Therapists, Physiotherapists
 - Social care, including Family Support Workers, Social Workers
 - Educational Psychologists
 - Behavioural Support Specialists
 - Other local specialists and charities e.g. Autism Anglia.
 - Nelson's Journey
 - Complex Needs Schools

In agreement with parents/carers and when appropriate we may access this support at any point.



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WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

Teaching staff and Support Staff at Little Plumstead Primary School have had training in:

- Nuffield Early Intervention Programme
- Autistic Spectrum Disorder
- Growth Mindset
- Pupil Centred Reviews
- Sensory Processing Issues
- PATHS Promoting Alternative Thinking Strategies
- Maths and Phonics update for Teaching Assistants
- Maths Mastery - all staff
- Understanding Dyslexia
- Early Excellence in Reading - Early Years
- Mark Maker - Early Years
- Developing Maths Through Play

I have found that the school will really listen if there is a problem and try to sort the problem out as much as in their power to do so. I also find Mrs Hall really listens and offers fantastic advice.

Mrs Malcolm has been so supportive of myself and XX, she has gone beyond her duty to make sure XX and I are happy and comfortable with the school.

Staff at Little Plumstead are also trained in Sound Discovery, Ruth Miskin, Talk Boost, Project X Code, Kids' Skills, Improving Fine and Gross Motor Co-ordination, Supporting children who are bereaved, Norfolk 'Step On' and 'Step Up' Training and Pivotal Behaviour Approaches - to promote positive behaviour and management strategies, Restorative Practice Training, Play Therapy Skills, Non-Violent Resistance, Understanding and Supporting Mental Health in Schools. Here at Little Plumstead we are fortunate to have a Pastoral Manager, Mrs Hall who can support and work with families, parents and their children, helping to build on the trust and safe space created by the teaching staff. Mrs Hall can work with parents/carers and discuss any emotional or behavioural issues that may be going on in school which are impacting learning, or any changes within the family home or wider family unit and explore different strategies to support you and your child. Working together can ensure the physical and emotional welfare of your child which means we will see a safe, happy, involved child enjoying their potential.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children and young people are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE ARE THE SCHOOL ENVIRONMENTS?

Please see individual schools' Single Equalities Schemes and Accessibility Plans. We aim to make our school as accessible as possible within the constraints of the site.

- We can liaise with EAL (English as an Additional Language Service) to assist us in supporting our families with English as an additional language.



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HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?



- We encourage all new children to visit our school prior to starting. For children with Special Educational Needs and Disabilities (SEND) we would encourage further visits to assist with acclimatisation to the new surroundings.
- We write Social Stories with children if transition is potentially going to be difficult.
- When children are preparing to leave our school for High School we arrange additional visits. At Thorpe St Andrew High School and Sixth Form, a programme runs which is specifically tailored to aid transition for the more vulnerable pupils and High School staff also visit the Year 6 pupils several times before transition to Year 7.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an Education, Health and Care Plan (EHCP) review will be used as a transition meeting, during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational Needs have these needs met to the best of our school's ability with the funds available.
- Our Support Staff are able to provide programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis which is reviewed regularly.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- Little Plumstead Primary School recognises that excellent teaching enables every child to make the best progress and to develop their potential.
- Support staff will always work under the close direction of a class teacher. Support staff recognise that children need to become independent learners and aim to promote independence skills as much as possible
- The class teacher, alongside the SENCO, will discuss with parents and when possible, the pupil, any needs as well as what support or teaching strategies would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

I think the school go above their duty of care towards my son. Parent



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HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- We use the Assess, Plan, Do, Review approach to monitor impact.
- We measure impact by looking at progress in any of the following areas:
 - Communication and Interaction (Speech and Language)
 - Cognition and Learning (e.g. English and Maths)
 - Social, Emotional and Mental Health
 - Sensory and Physical

Verbal feedback from the teacher, parent and pupil contributes to evidence of progress. Children may no longer be considered to have SEN when they have made sufficient progress in any of the above areas.

Additional support in the classroom, small intervention groups for maths, 1:1 reading support has all helped with learning and confidence. (Parent)

Assessments Used

Sandwell Numeracy Tests which assesses number skills and provides a Maths Age, Salford Reading and Comprehension Assessment which assesses reading ability and level of comprehension, Young's Spelling Assessment which provides a Spelling Age, British Picture Vocabulary Scale (BPVS) to assess level of receptive vocabulary and level of understanding, The Renfrew Language Scale Action Picture Test to assess how much spoken language a child can provide about a series of ten pictures including grammar, Single Word Spelling Test to highlight areas of spelling strength and weakness, Ruth Miskin reading and phonic assessment, Boxall Profile to assess social, emotional and behavioural development. A 'Wishes and Feelings' exercise is also regularly used to find out what is going well for children as well as helping identify worries they may have and what we can do as a school to support them. We may also call upon advice from an Educational Psychologist and a Specialist Learning Support Teacher from Norfolk County Council who may carry out further assessments in school with the prior consent from parents or carers.

The emotional and well-being support that the school offers whether it be through Mrs Hall, the teachers or Mrs Wright is outstanding and I always feel my daughters are well supported and cared for as individuals even in these unusual times.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- The first point of contact at Little Plumstead Primary School is your child's class teacher.
- Look at the SEN policy on our school website www.littleplumstead.norfolk.sch.uk
- Look at Norfolk's Local Offer <https://www.norfolk.gov.uk/children-and-families/send-local-offer/the-local-offer>
- Contact Parent Partnership <http://www.norfolkparentpartnership.org.uk/>



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WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Places are allocated by the Local Authority.

Contact Mrs. Sawyer in the school office for an appointment to meet the appropriate member of staff. office@littleplumstead.norfolk.sch.uk

For contact details of Local Authority Children's Services personnel, go to <http://www.schools.norfolk.gov.uk>

WHO SHOULD I CONTACT IF I WOULD LIKE TO MAKE A COMPLAINT?

Please speak initially to the Class Teacher. If you feel that the situation has not been resolved satisfactorily then please contact

Mrs Malcolm SENCo senco@littleplumstead.norfolk.sch.uk

A copy of the Complaint's Procedure can be found on the school's website

Who contributed to this Local Offer?

This document was created in consultation with parents via an on-line survey in December 2020. Staff and Governors were also consulted in Autumn 2020.

When was it agreed? Spring 2021

When will it be reviewed? Autumn 2021

The school is very supportive and very easy to approach. (Parent)

The Local Offer is informative and explains what support is available in school. (Parent)

94% of parents are happy with the support their child has been given here at school. (Dec 2020 Survey)

Staff having an understanding of her emotions and being able to give her time to calm down has really helped. Having a safe space to go to and having someone who can listen really benefits her. (Parent)