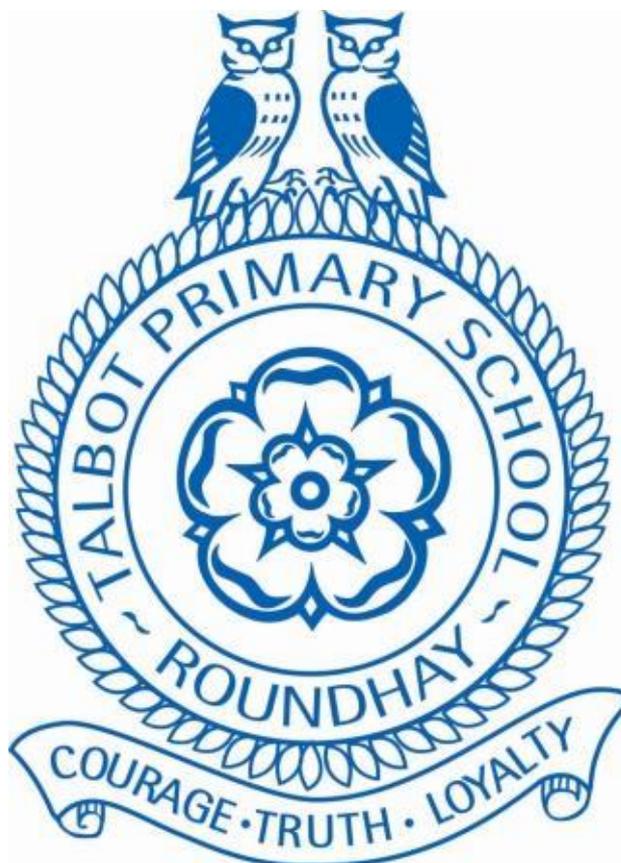


Talbot Primary School



Our Individual Offer

Reviewed/Revised: October 2017

Next review: October 2018

Talbot prides itself on its inclusive ethos. We strive to ensure that every child is encouraged to be their best. Teaching and other broader activities are designed to capture imagination and harness talents. A range of Bespoke Quality Teaching sessions are in place for additional learning and emotional support. Our strengths in developing a truly inclusive school were acknowledged when we were awarded the Inclusion Chartermark. The Senior Leadership Team (SLT) evaluate all Special Educational Needs and Disability (SEN and D) provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met. There is a named governor with responsibility for SEND.

Please find detailed below frequently asked questions from parents/carers.

What do I do if I think my child may have special educational needs and/or a disability?

All school places are allocated in accordance with the Leeds Admission Policy. The Governing Body has decided that children with Special Educational Needs and/or a Disability will be admitted to the school in line with the school's agreed admissions policy, which can be accessed via the Admissions page of our school website. The Governing Body reviews this policy annually and considers any amendments in light of Local Authority admission reviews.

It is helpful for school to know about any additional needs that your child may have at the earliest possible opportunity. When considering Talbot, please inform the school office that you would like to have a conversation with the Special Educational Needs Co-ordinator (SENCo). The SENCo; Adele Mitchell, will contact you to have an informal discussion, where options can be explored.

Where a diagnosis or condition is already known, school will work with the family to plan for the child's needs. If no diagnosis has been made, but you believe your child may need additional support, we will aim to gain professional advice through the referral process.

How will school support my child's learning?

The staffing arrangements will vary, depending on your child's needs. The class teacher will be responsible for planning, delivering and assessing your child's learning. Sometimes, a teaching assistant will deliver sessions, on a one-to-one basis, to tailor the curriculum for your child. As with all children, the class teacher and teaching assistant should be the first port of call regarding routines and day to day matters. The whole support package is overseen by the SENCo, who will liaise with you regarding provision. All SEN and D provision is overseen and managed by the Senior Leadership Team.

Your child's progress and attainment will be assessed with regard to the end of year expectations for the year group your child is currently in. They may need an individual programme to recognise and value small and significant steps in their learning. There may be termly or Annual Reviews, to which yourself, your child and relevant professionals will be invited. Your contribution is vital to our decision making about their education.

How will the curriculum be matched to my child or young person's needs?

In order to ensure that your child can access the curriculum to the fullest possible extent, school will make all reasonable adjustments. This may include: staff training, specialist resources, working with agencies and addressing medical needs.

How accessible is the school?

Talbot Primary school is a one story building which is wheelchair accessible. There is a dedicated Care Suite to support children who have SEN and D with toileting and hygiene needs. There are limited spaces for individual learning sessions; however, we are flexible in the use of areas within school. We adapt apparatus and resources, where necessary, to meet specific needs within lessons.

Details of the school's access arrangements (including information about the school's Care Suite) can be found by following this link to our [Accessibility Plan](#).

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

In addition to normal reporting arrangements and the termly/Annual Reviews, it is likely there will be further meetings according to specific needs. As a broad guide, this would usually be one to two meetings per term, with relevant staff. For children who receive one-to-one provision, there will be an opportunity to briefly share relevant information at drop-off and collection times.

What support will there be for my child's overall well-being and social, emotional and behavioural development?

Every child's well-being is central to successful learning. Social and Emotional Aspects of Learning are explored through structured lessons, assemblies and the broader curriculum. We actively promote inclusion and always tackle acts of discrimination if they arise. There is an experienced team trained to support your child's emotional development in partnership with parents; this may include individual mentoring or group nurture sessions. We talk to parents promptly about any concerns, so that they can be addressed quickly and effectively. We also access local provision, to offer support for families within the community. Finally, if your child requires medicine during the school day, we are able to do this in accordance with the school's medicine policy. This would be included in the child's Individual Healthcare Plan.

What services and expertise are available or accessed by the school?

The Governing Body supports school in involving other bodies in meeting the needs of pupils with SEN and D; the responsibility to access these services is delegated to the Headteacher and SENCo. These services may include health and social services, voluntary organisations and support services offered by the Local Authority.

School accesses support services offered by the Local Authority according to need via a visual criteria referral system. Currently, this includes the following services: Visually Impaired Team, Educational Psychologists, Speech and Language Therapists, Deaf and Hearing Impaired Team, the Community Nursing Team, Occupational Therapists, Physiotherapists, Child and Adolescent Mental Health Service, Behaviour Support Workers, Family Support Workers, Dyslexia specialists, Early Years Special Educational Needs Inclusion Team, Specialist Autism Outreach Service (STARS), the School Age Special Educational Needs and Inclusion Team and Leeds Special Educational Needs and Disability Advice Support Service (SENDIASS).

Where appropriate, we may also access additional support through the Alwoodley, Roundhay and Moortown (ARM) Cluster, e.g. Play Therapy, child counselling sessions. Access to these services will be very much according to need and is subject to the decisions of the Guidance and Support Panel.

What training and development is done by staff supporting those with SEND?

Training is tailored according to need. Previously, whole school training around the changes to the Special Educational Needs Code of Practice was undertaken. In the past year, where applicable, teachers and support members of staff have undertaken training in Step Three and Four Phonics, Supporting Children with Visual Impairments, Funding for Inclusion, Deaf Awareness, Team Teach Safe Handling, Engaging Learners with SEN and D, Colourful Semantics, Social Stories and Early Years SEN; supporting Early Years children with Complex Communication Needs. In addition, where children meet the referral criteria, we also work alongside outside agencies, such as the Special Educational Needs and Inclusion Team to provide support for individual children.

How will my child be included in activities outside the classroom?

For off-site activities, we may require an Individual Pupil Risk Assessment or a reference to your child, within the main risk assessment. This will enable your child to access all activities as fully and safely as possible.

How will the school help children transfer to the next phase of education?

School regards transition, both class to class, and school to school, to be a critical factor to your child's on-going success. School will work with yourself and relevant parties, at all stages of handover, to ensure that progress made is not lost. If a child transfers settings, where applicable, relevant paperwork and information from outside agencies and medical professionals will be handed over to a named person at the child's new setting. We aim for our transitions to be as seamless as possible.

How is resourcing/funding allocated and matched to children's needs?

School will determine the resources and provision to be put in place for your child. Parents may request to be involved in the allocation of particular elements of the funding.

Who can I contact for further information?

As described above, please contact the school office and leave a message for the SENCo; Adele Mitchell, if we can help you further.

Leeds Special Educational Needs and Disability Information Advice Support Service (SEND IASS) is an impartial, confidential and accessible service for all parents/carers and carers of children with special educational needs and/or disabilities. Leeds SEND IASS supports ensures that parents/carers and children are fully involved in the planning of Special Educational Needs support for their individual needs within early years settings and schools. Information about this service can be found on the website; www.familyinformation.leeds.gov.uk/sendias or by calling the helpline on 0113 3785020.