

The Local Offer

Updated July 2023 (for 2023 - 2024)

Universal Offer

What the school provides for all children:

Quality first planning, teaching and learning
Well-Being and Values Curriculum
Transition visits (between and within key stages and for secondary schools)
Individualised assessments
Annual reports
Parent evenings
Catch-up sessions and interventions.
See the SEN information report for detailed descriptions of our provision for all.

Additional SEN Support

What the school provides for children not making expected levels of progress

Small group work
Specific interventions for a period of time
Closer monitoring of progress
Assessments to monitor progress and impact of support for all categories of need.
Involvement of outside professionals for advice (e.g. Educational Psychologist, Speech Therapists etc).
Access to play therapist, emotional mental health practitioner and enhanced speech and language provision.
Regular opportunities to review progress with parents.
Outdoor Learning and Sensory opportunities.
SEND facilities and resources across school.
Personalised planning
See the SEN information report for detailed descriptions on how Old Park monitor and plan provision for specific children.

EHC Plan

The school may seek an Education Health Care Plan (EHCP) in order to provide additional support for children with severe and complex needs.

Provision includes highly tailored programmes of study, specific interventions as advised by outside professionals and access to specialist equipment.
See the SEN information report for detailed descriptions on the EHC plan process..

Schools have funding from the Department for Education to help them to put in programmes and support for children with special educational needs and/or disability.

If your child has a special need or disability, we will:

- Talk to you about your child's learning or disability so we can understand their needs.
- Make an assessment of your child's needs so we know which skills they need to learn next.
- Ask the Special Educational Needs Coordinator (SENCo) to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour. Please see the SEN information report for detailed descriptions on our interventions and provisions.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with Parent Support Services who can offer advice and support.
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child. Please see the SEN information report for further details.
- Talk to you if we think we need to consider asking the local authority to put in place an EHC plan for your child's needs because more advice/resources are needed to help your child to make progress.
- Ensure your views and the views of your child are regularly gathered.
- Ensure all your child's needs are shared with the necessary professionals.

School Improvement Plan includes the following actions in respect of pupils with SEN and/or disabilities.

- Progress and interventions are regularly monitored by the SENCO to ensure children with SEN and/or disabilities make the greatest progress.
- Parents are informed of any extra support given to their children and informed of the progress and next steps to their child's support on a regular basis.
- Staff training needs are monitored, and training is tailored to the children staff work closely with.
- To ensure children working below expected standards have personalised learning plans and targets.
- To ensure our curriculum and interventions support children with regard to social, emotional and mental health needs.

The Accessibility Plan includes the following actions in respect of pupils with SEN and/or disabilities:

The school curriculum is carefully planned to meet the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges through differentiated and resources lessons across the whole curriculum;
- ensuring all learning styles are planned for and explored;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities to meet the needs of individuals or groups of children;
- Personalised Provision Plans and One Page Profiles must be drawn up and maintained where appropriate for children with high need special needs and reviewed by the SENCo, classroom teacher and parents on a regular basis (See SEN information report)
- advice and support will be requested for children with special needs to ensure the needs of all children are met (See SEN information report)
- collaboration between schools, children, parents and outside agencies will sought to ensure the needs of the child are met.
- provision for all focus groups (including SEN children) to be mapped and reviewed on a termly basis.

All in school and after school clubs are offered and easily accessible to all children. Forest school is another resource we have on offer for all children and can be accessible to all.

Monitoring Inclusive Practice:

Inclusive practice is a main element evaluated during any subject monitoring cycle to ensure quality first teaching is accessible to all children. Planning, resources and support are also evaluated during lesson observations to ensure the needs of all children are being met in the classroom.

The progress of all children is also discussed during the termly pupil progress meetings that take place with all year groups. The class teachers, head-teacher, deputy head-teacher and SENCO all take part in these meetings to highlight areas of success and areas for development. Action points are set and reviewed at these meetings. Provision maps are used to highlight support needed in the following areas and progress is reviewed on a termly basis. Interventions will be observed by the SENCO or class teacher. Assessments tools for all categories of need are used to assess the impact of additional support. This is reported through the school's provision maps and discussed with the senior leadership team.

Children with physical disabilities:

We are committed to meeting the needs of children with physical needs as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage. The school uses specialist furniture / equipment as and when

necessary for pupils with specific physical needs. Children are also provided with an individualised risk assessment form to ensure their safety around school. Care plans for children with medical needs are also drawn up and are accessible to all relevant staff. Training requirements are also met and reviewed so that all staff are fully equipped to work with children with medical or physical needs. School will seek advice from Occupational Health and School Nurse to ensure needs are met. Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We have access to a Teacher of the Deaf, who regularly visits children with hearing needs, offering bespoke support and training.

Access:

The school has been adapted to facilitate access for pupils who experience restricted mobility. Ramps have been added at various positions around the school and disabled toilet facilities are available. A lift has been installed to gain access up/down the short flight of steps in the main corridor. Further adaptations will be undertaken as the needs of existing pupils evolve and future pupils with differing needs join our school community. Communication in print is accessible throughout the school for children who require picture cues around the school.

Parental/Community Involvement:

The collaborative practice between school and the wider community is a high priority for our school. We strive to enhance this relationship through:

- Parents evenings – additional meetings with the SENCO are offered in addition to class teacher meetings.
- Inclusion Awareness Weeks and Makaton uploads (on the website).
- Reviews in school for funded SEN children or children being assessed for an EHCP request (See SEN information report).
- Carefully tailored transition plans via Sandwell's Transition Plus Pathway.
- Annual parent questionnaires distributed during parents evening.
- Parent workshops and family learning opportunities held for every year group across the year.
- Community assemblies held in every year group.
- Places of worship visited annually and festivals of different faiths celebrated in school.
- Monthly newsletters; email alerts; Facebook pages are made available to all parents to ensure up-to-date information readily accessible.
- Our pastoral team and safeguarding team enables parents to come and discuss any issues or concerns at any time.
- Access to our school's Play Therapist and Speech and Language Therapist
- Fundraising and awareness events (for example, Inclusion Awareness Week).

Old Park Primary School - Local Offer

Date: July 2023

Well-Being Charter Mark 2019:

“Staff, parents and pupils all spoke about how SEMH is promoted through the Well-being lessons, assemblies and the general school ethos and values.”

Values Quality Mark 2018:

“Old Park is renowned for its pastoral approach to all aspects of school and the strong bonds it has with pupils and parents. The curriculum encourages and allows pupils to grow holistically and develop a ‘love of learning’...Old Park have introduced, embedded and reviewed many interventions and initiatives to support each child’s holistic development.”

SIQM 2015:

“The Head Teacher and DHT/SENCO provide an outstanding lead and have empowered their whole school team to provide enhanced educational, cultural and social opportunities within a truly inclusive environment. There is much exemplary practice which should be shared with other schools...This is a school committed to the whole child, their futures and their families.”

Ofsted Report 2013:

“Disabled pupils and those who have special educational needs receive focused support to ensure they progress well and develop their learning. Many overcome their difficulties and are confident learners.”

“Minority ethnic pupils including those for whom English is an additional language have achieved equally well. The effective support they receive ensures that they make rapid gains in their learning.”

“School data for pupils currently in the school show that pupils are making at least good and, in many cases, outstanding progress from their well below average starting points. Learning observed in lessons and work seen in pupils’ books demonstrates that pupils make excellent progress.”

“Lessons are well planned to take account of pupils starting points. Teachers plan appropriate tasks to ensure that teaching is highly specific to the needs of pupils who speak English as an additional language, pupils known to be eligible for pupil premium, disabled pupils and those who have special educational needs.”

“Teaching assistants are a very valuable asset around the school. They know the pupils very well, work closely with the class teachers and are very well deployed to ensure the needs of individual pupils are very well met.”