



King's Academy Meadow Vale Primary School

Local Offer

Review date:	November 2024
Next review:	November 2025
Reviewed by:	Full Governing Board

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We will encourage, inspire, motivate and support them to achieve their potential so they become confident, considerate, resilient and active members of society.

Introduction

King's Academy Meadow Vale Primary School is a large, three-form entry primary school in Bracknell with its own Nursery on site. The school does not have any specialist resource provision. We have outstanding facilities within our large school grounds, including an adventure playground, extensive grassed areas and a wide range of extra-curricular activities. Our school enjoys an excellent reputation within our local community because of our hard-working staff team who strive to ensure that every child is encouraged to develop their potential through a stimulating, challenging and relevant curriculum.

We are very proud of our school, have high expectations of what we can achieve together and value the contribution that parents and carers make to their child's education. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure that every child is recognised as an individual, celebrated and given the platform to thrive and grow. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

In partnership with the whole school community and through an engaging curriculum, we aspire to nurture and empower every child to flourish. We will encourage, inspire, motivate and support them to achieve their potential so they become confident, considerate, resilient and active members of society.

Aims

- Every child will have equality of opportunity
- Every child will be valued with their achievements recognised and celebrated
- We will aim to build a child's self-esteem and embed personal and academic growth whilst recognising individuality
- The child's views will be actively sought and interlaced within their school environment where appropriate and feasible
- We will work with parents to form a genuine partnership between school and home so that both are working together for the child's individual success – collaborative working is an essential part of the process towards identifying and pursuing the intervention(s) required to support the child accessing school curriculum and opportunities
- We recognise that the needs of a child may be of a more permanent nature and will adapt as required to support the child's needs
- We recognise that a child may demonstrate fluidity in their response to school support and will adapt as feasible and appropriate to meet changing needs
- When assessing a child's individual needs we are aware of many areas that may relate to the child's difficulties. These fall under the following four broad areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Physical/Medical/Sensory
- Engagement with external agencies and professions will be sought as necessary in order to seek relevant and professional recommendations regarding provision for the child

Information

1. Identification of Special Educational Needs and Disabilities (SEND)

- 1.1 How does the school identify children/young people with special educational needs and/or disabilities?

Our school rigorously monitors the attainment, progress and social development of all children. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) – Mrs Victoria Costanza meets regularly with staff, in order to identify and discuss children who appear to be experiencing difficulties and who may have additional needs or SEND.

In accordance with the 2015 SEND Code of Practice, our school uses a graduated approach to identify any children who may have a special educational need. This approach incorporates the Assess, Plan, Do, Review (APDR) cycle:

- Assess – assess the child's needs.
- Plan – plan for relevant provision and set the outcome/s to be achieved.
- Do - put the provision in place for a set period of time.
- Review – review how and if the provision is making a difference.

Our children are given tailored and specific support in order to access the curriculum, make progress and reach their full potential. For some children, it may be necessary to refer to outside agencies and professionals for specialist support. In these cases, the school will organise this with parental consent.

- 1.2 What should I do if I think my child has SEND?

You should speak directly to the class teacher to discuss any initial concerns, then, if necessary, further support and information can be obtained from the SENDCo.

2. Support for children with special educational needs

- 2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

This will be done by a combination of professionals, depending on the needs of your child. The class teacher will be in direct contact with you and your child to ensure collaborative working is in place, but some of their plan may have been drawn up with the advice of other professionals. The SENDCo will liaise between parents, teachers and professionals to facilitate the smooth running of the education programme for children with SEND.

- 2.2 How will I be informed / consulted about the ways in which my child is being supported?

Time with the SENDCo is always available through parent consultations and if your child has an Individual Learning Plan, you can provide your views and/or comment on their progress at any time, using your personal login. As appropriate, parents are informed of any planned referrals, observations and/or assessments of their child, for which some require parental consent. Any outcomes and recommendations made from these will also be shared.

2.3 How will the school balance my child's need for support with developing their independence?

We will always strive to include every child in their mainstream class and become independent learners. The strategies, pace and timing for achieving this will be dependent on the needs of your child. The 6-week review of any learning plan or behaviour support plan, will recognise the level of impact the intervention is having along with if the targets/intervention can be accessed by the child.

2.4 How will the school match / differentiate / personalise the curriculum for my child's needs?

We ensure that every child is provided with Quality First Teaching (QFT) which is classroom practice that focuses on high-quality and inclusive teaching. Your child's learning will be adapted accordingly, to ensure that they have every opportunity to achieve their full potential.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

We adopt a range of strategies supported by recommendations from educational specialists, professionals and outside agencies when working with each individual child, and support as is both feasible and appropriate.

2.6 What staffing does the school provide from its own budget for children with SEND?

Our school employs a number of adults who have the skills and ability to implement relevant and appropriate strategies as deemed feasible, necessary, appropriate and impactful.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

We provide a range of intervention strategies to meet the needs of our children. How they are staffed, delivered and resourced depends on the needs of the group or individual and will be adapted as necessary and practical to meet needs. The Pastoral Lead and SENDCo run intervention groups such as Social Skills and Self-Esteem.

2.8 What resources and equipment does the school provide for children with SEND?

Staff also have access to a variety of resources, equipment and technology which is used as required.

2.9 What special arrangements can be made for my child when taking examinations?

Children identified with SEND may be entitled to extra time and/or adult support with the reading of questions and/or scribing; especially those children who experience fine motor difficulties. Arrangements will vary depending on the needs of the child. School will process the application.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

Children's progress is monitored on a day to day basis through learning activities. Core subject assessments are made termly.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Edukey is the platform where individual learning plans are set and reviewed – parents have a log-in to this platform to comment on the targets and progress.

If a child has an Education Health and Care Plan, Annual reviews are held where parent and pupil views are sourced and discussed regarding progress against each target.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

There are two parent/carer consultations each academic year. This is an opportunity for views on progress to be discussed by Teaching staff and parent/carers.

Parents are also welcome to make additional appointments to discuss their child's progress with the class teacher and/or the SENDCo via the school office.

3.4 What arrangements does the school have for regular home to school contact?

All pupils are provided with either a Reading Record or Student Planner (depending on their age group) in which there are spaces for staff and parents to communicate. For some individuals, a separate Home-School communication book may be set up for appropriate use and communication by parent/carers and school staff.

3.5 How can I help support my child's learning?

Each term, the school holds open afternoons which you are encouraged to attend. Parent consultations in October and February allow further opportunity to discuss your child's progress and ways in which they can be supported at home. Daily support in reading, spellings and times-tables practice is encouraged, as well as providing support with any homework tasks that are set. Resource details are available from the Class Teacher.

Parent/carers are encouraged to engage with the information in year specific presentations available on the website to be aware of study topics.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

The school has strong links with the Family Support Team and have a number of family learning workshops that take place which involve parent/carer and child, which are hosted by school. The SENDCo is also able to signpost you to relevant workshops that will help to support any specific areas of your child's progress and/or well-being. In our weekly newsletter Oakleaf, there are frequently details of local groups that will help support your child.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

All children within our school community are given the opportunity to complete an annual survey. If your child has an Education and Health Care Plan, the annual review meeting provides a further opportunity for your child to share their 'pupil voice'.

3.8 How does the school assess the overall effectiveness of its SEND provision and how can parents /carers and young people take part in this evaluation?

We have rigorous monitoring strategies to assess the progress and provision for all children, including those with SEND. Parents and carers are asked for their views via the annual school questionnaire. If your child has an Education and Health Care Plan (EHCP), you also have opportunity to share your views prior to their annual review.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

In order to nurture the emotional and social needs of our children, we have a Play Therapist and trained Emotional Literacy Support Assistants (ELSAs), who offer weekly 1:1 sessions for identified children.

For some children, some time in a quieter space at lunchtimes may support them. We have a nurture space where our lunchtime club – The Nest – is supervised by our Pastoral Lead – Mrs Zoe Galani. Children are encouraged to use the space and also explore building their social skills by using the outside breaktime space also.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Whilst we always endeavour to include children in their mainstream classroom, if deemed necessary and appropriate, some interventions may be delivered in small groups or individually. We will review the impact of the intervention to ensure a child's needs are being met and/or there is a positive impact on the child's personal or academic growth.

It is possible, if necessary to liaise with the SENDCo and should any referrals to external agencies be made, then there may be agreement to proceed a referral. We do have strong links with

4.3 What medical support is available in the school for children with SEND?

The school has a number of First Aid trained support staff. If applicable, your child will have a Personal Treatment Plan which will be shared with all relevant adults. Specific training is provided to staff to support your child's needs.

4.4 How does the school manage the administration of medicines?

Parents/carers are required to complete and sign a medical form if required. Medication is kept in allocated areas and administered by an appropriate adult at the required times.

4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?

The school has an intimate care policy which is shared with parents and followed by the adults who work with your child, if required.

5. Specialist services and expertise available at or accessed by the school

5.1 What SEND support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc.?

The school accesses, via referrals following parental consent, a wide range of Local Authority services which includes all of the above. The Information, Advice and Support Service (IASS) provides free, confidential and impartial advice and information to support parents/carers and children and young people who have, or may have, Special Educational Needs and Disabilities (SEND) in Bracknell Forest. You can contact this service by email IASS@bracknell-forest.gov.uk or by telephone (01344 354011).

They also have a dedicated website (www.bracknellforestiass.co.uk) where you can find a range of information, factsheets and videos relating to SEND.

5.2 What should I do if I think my child needs support from one of these services? You should contact your child's class teacher in the first instance, who will then liaise with the school's SENDCo. Following any necessary discussions and/or observations of your child, you will then be asked to provide consent, in order for a referral to the specified service to be made.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

Referrals with parental consent are made to these services as and when required. Once your child has reached the top of the waiting list, a therapist will contact the school SENDCo to arrange a visit.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

You should contact your child's class teacher in the first instance, who will then liaise with the school's SENDCo. Following any necessary discussions and/or observations of your child, you will then be asked to provide consent, in order for a referral to the specified service to be made. If your child is below statutory school age, you should arrange taking them to one of the local drop-in clinics.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

Following the school's safeguarding policy, the school's safeguarding team will contact Children's Social Care services either via email or telephone as and when it is deemed necessary.

6. Training of school staff in SEND

6.1 What SEND training is provided for teachers in your school?

Our teachers have access to any training/qualifications that are required, depending on the needs of the group/class or individuals who they are working with. There is regular staff training in the production, Learning Plans and monitoring systems. The SENDCo delivers regular training to all teaching staff regarding SEND. The SENDCo also attends Pupil Progress meetings to ensure inclusion is considered at every level of discussion. Training for Support Staff is delivered regularly.

6.2 What SEND training is provided for teaching assistants and other staff in your school?

Our staff have access to a range of SEND training opportunities, depending on the needs of the children who they are working with. Staff are signposted to the completion of specific SEND qualifications, as appropriate.

6.3 Do teachers have any specific qualifications in SEND?

The SENDCo has completed the National Award for SEND Co-ordination. In September 2024, the school successfully gained accreditation from National Nurture Schools Programme which reflects the continual nurture work we implement.

6.4 Do teaching assistants have any specific qualifications in SEND?

This depends on the individual. Teaching assistants will be deployed throughout the school at the school's needs and skillsets depicted.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

Consideration of the accessibility of a venue for any school trip will always be made to ensure that every child can be fully included in the experience.

7.2 How do you involve parents/carers in planning the support required for their child to access activities and trips?

If deemed necessary, you will be invited to discuss any special arrangements that your child may require, in order to access activities and trips organised by the school. These discussions are encouraged to take place at the earliest opportunity, although any change in needs closer to the activity or trip can also be brought to the school's attention.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

The building and all relevant facilities are accessible for all children, as shown in the school's Access Plan and Accessibility Arrangements (available on the website).

8.2 Have adaptations / improvements been made to the auditory and visual environment?

There is access to the appropriate educational resources/seating positions for both visually and hearing-impaired pupils, including organised visits from the Berkshire Consortium Service.

8.3 How do you ensure that all the school's facilities can be accessed by children with SEND?

The building and all relevant facilities are accessible for all children, this is reviewed in terms of accessibility and as SEND cohort changes any adaptations such as changing transitions for example – would be agreed if necessary.

8.4 How does the school communicate with parents/carers who have a disability?

Parents/carers needs are accommodated as much as possible and on an individual basis. If required, the school utilises services available for converting written information to alternative formats.

8.5 How does the school communicate with parents/carers whose first language is not English?

The school reviews formats publicised on the school website, particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. We encourage parents to bring an advocate (trusted representative) who is able to offer translation services. If required, we can access support from the local authority EAL team to translate letters etc.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

Home visits are made for those children who are joining our Nursery class. We offer visit sessions for children joining the school to meet their new teacher and peers.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

We have a moving on morning at the end of each academic year, as well as thorough handover meetings between teachers and the SENDCo about each cohort. Transition booklets containing photos of key adults and areas are also available for your child as an additional support.

9.3 How will my child be prepared to move on to his or her next school?

We have very strong links with the local secondary schools and transition is carefully planned and managed, including the provision of extra support sessions for our more vulnerable children.

9.4 How will you support a new school to prepare for my child?

The SENDCo of each school will liaise and, if applicable, a Team Around the Child (TAC) or Team Around the Family (TAF) meeting will be organised, to include parents and any relevant professionals who will be working with your child in the future. Transition visits to your child's new school will also be organised if this is requested and deemed appropriate.

9.5 What information will be provided to my child's new school?

Your child's school file and SEND file will be sent on to their new school.

9.6 How will the school prepare my child for the transition to further education or employment? This is not applicable.

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

Your child's class teacher should always be your first point of contact.

10.2 Does the school offer any specific support for parents/carers and families (such as Family Support Workers?)

The leadership team is available to discuss any concerns you have or support you may require. If it is agreed that a support worker might benefit your family, a referral can be made to the Local Authority Early Help Hub.

10.3 What arrangements does the school have for signposting parents/carers to external agencies which can offer support, such as voluntary agencies?

The SENDCo is available to signpost you to relevant support networks and/or agencies.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

Parents are encouraged to speak to the class teacher in the first instance as issues arise. General feedback is invited via our annual parent questionnaire. Parents can email the school office if they wish to compliment a general element of the school. Complaints procedure policy is on the website.

Useful links

Information Advice and Support Service

iass@bracknell-forest.gov.uk

<https://bracknellforestiass.co.uk>

tel: 01344 354011

NHS Berkshire Healthcare Children Young People and Families Services

<https://cypf.berkshirehealthcare.nhs.uk>

Autism Support Bracknell

autism.service@bracknell-forest.gov.uk

<https://www.bracknell-forest.gov.uk/health-and-social-care/autism>

01344 354466

GEMS Autism and ADHD Support Services

gems.4health@nhs.net

<https://www.gems4health.com>

Support for parent/carers of children with SEND

<https://www.parentingspecialchildren.co.uk/support-we-offer>

British Dyslexia Association

<https://www.bdadyslexia.org.uk>

CAMHS resources to support mental health

<https://www.camhs-resources.co.uk/downloads>

ADHD

<https://www.adhdandyou.co.uk>