Probus Community Primary School

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

Probus School is proud of its caring, inclusive ethos which is demonstrated through the commitment our staff and hub council show to meeting the needs o all the children within our school. Many of our staff have undertaken specific training to enable them to support pupils to ensure that they make good progress in all areas of their school life. For pupils with Special Educational Needs and Disabilities, this means narrowing the gap between them and their peers so that they are well prepared for the next stage in their educational journey.

At Probus School, we have six key values that underpin all that we do. These are trust, respect, responsibility, creativity, perseverance and unity. We hope that in choosing our school for your child, you too place importance on these values and will work in partnership with us to meet the needs of your child as they grow and develop as learners and people.

Through working in this way, we encourage every child to be an active learner within our school community and we celebrate individual achievements, knowing that each child is unique. We encourage family involvement, our Key Stage topics are communicated to parents so that they are able to share home-school projects which open up conversations about the learning within school and develop individual interests. Please see the curriculum page on our website for more information about or exciting curriculum (http://www.probusschool.org.uk/teaching-learning)

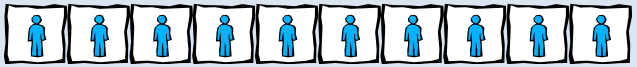
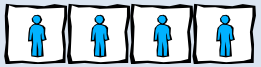
Every child has times in which they benefit from additional support and/or challenge within their learning so that they build the important foundations within their primary education for success in future life. At Probus School we believe that acting promptly to offer this support ensures that pupils continue to develop great attitudes to their learning. Success brings about confidence and a willingness to take on greater challenges.

The following document explains the variety of different provisions that are used within the school, when appropriate, to meet the individual needs of a child at Probus school. They include, but are not limited to; additional teacher tuition, small group interventions, targeted short-term specialised programmes, additional resources and working with outside agencies. Levels of support and provision will vary across time for individual children in response to their individual needs as they change and develop…developing 'strong roots that lead to a lifetime of learning.'

Link to Special Educational Needs Policy	Link to Equality and Diversity Policy	Link to Access Plan .....

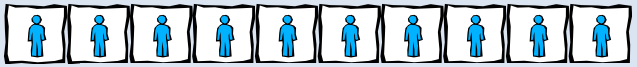
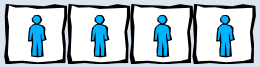
The levels of support and provision offered by Probus school

1. Listening to and responding to children and young people

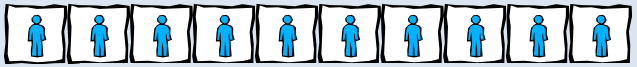
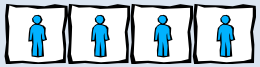
Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• The views and opinions of all children are valued
• Pupil voice is heard in all aspects of school
• Pupil voice is heard through:
  ○ Whole school forum
  ○ PSHE & Jigsaw
  ○ Class suggestion boxes
  ○ Head teacher questionnaires
  ○ Pupil polls
  ○ School Council
  ○ Including the school council taking a leading role in collecting wider school views of school improvements e.g. new play equipment / school dinners / uniform choices etc.
  ○ Involvement in the interview process of new staff
	• Pupils with SEND are included in all focus groups
	• Additional provision may be developed in light of the pupil voice
		• Probus School employs a Parent Support Adviso to work alongside parents and pupils to build a strong, caring environment both at school and at home
		• At Probus school we regularly work alongside charities such as Penhaligons Friends to ensure children's and family's welfare
		• Individual support is responsive to the views of the child
		• Pupils' views are considered during IEP reviews
		• Pupils views are an integral part of TAC meetings (age appropriate)
		• Pupils' views are sought (in a stage appropriate format) during the annual review process
		• Pupils are supported in child-centred planning as well as target and outcome setting
		• Advocacy is available to those children who do not have the ability to fulfil the above due to their young age or the severity and complexity of their need
		• Wherever possible, documentation is produced in a format that is accessible to the child e.g. child friendly IEP formats

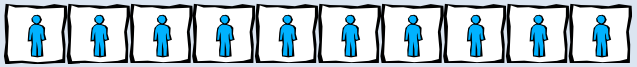
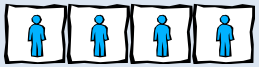
2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Probus School works in close partnership with all stake holders and encourages close liaison with parents and carers. Our reception is staffed throughout the day to answer any questions in a timely manner • Every class holds a 'meet the teacher' evening at the beginning of the year • We hold two parents' evenings every year – during these meetings staff share progress to date, targets and aspirations for the year • There are formal written reports sent home yearly which detail achievement and attainment in all curriculum areas • All children have a reading record which is checked at least twice weekly to encourage home/ school dialogue. • The school's website is updated weekly with key dates, events and news • Each class produces a termly overview which is sent home to enable parents to have an insight into the learning in the classroom • The school has a weekly newsletter which is available both in paper copy and through our website • Probus School offers workshops for parents on topics such as Reading, Mathematics and Phonics	• Parents / carers are able to contact the school throughout the school day (by phone, email or in person) with any concerns • Probus School employs a Parent Support Advisor which parents can work with should this be beneficial • Probus School offers information sessions to help parents support their children at home, we also signpost particular support groups / information sessions which may be beneficial according to different circumstances	• Parents / Carers are supported in attending and contributing to TAC meetings and other SEND reviews. Advocacy is available to support this • Parental opinion / views are vital to any SEND meeting and as such are sought at all stages of review. The school is aware that parents feel comfortable in contributing in different ways and as such caters for this • All documentation is copied for parents in a timely manner and in a format that is accessible .

3. Learning and curriculum approaches

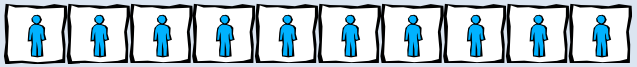
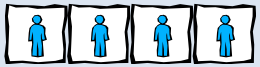
Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• At Probus school lessons are planned in detail with clear learning objectives and differentiated success criteria. • Lesson activities are differentiated (where appropriate) to ensure progress for all pupils • Probus School teach a 'creative curriculum' and incorporate varied topics and contexts across all curriculum areas • Groupings are made within some classes to ensure children are able to be both supported and stretched in their learning. • Children's work is regularly marked using 'pink for think' and 'green for 'got it!'' with marking comments being focussed on supporting children to progress with their learning • Alternative ways of recording work is often employed across different areas of the curriculum • ICT is used across the curriculum to stimulate a love of learning and to ensure access for pupils • The school employs a 'talk for writing' approach which is multi-sensory • Probus schools offers a diverse range of extra-curricular activities (see our website for more information) • The school runs a homework club • Whole school rewards / behaviour policy	• Small group interventions include (but are not limited to) ○ Literacy ▪ Phonics ▪ Sentence structure ▪ Reading support ▪ Spelling ○ Maths including ▪ sums up ▪ 1st class at maths ○ Speech and language (following therapist advice) ○ Physical development in the form of both fine and gross motor skills development including 'Fun Fit'	• Individual Education Plans and used in school to target specific areas to ensure progress. Parents and children are invited t contribute to these. IEPs (when appropriate incorporate advice from specialists • Multi-agency meetings to review areas of difficulty and levels of support • Support from specialists with specialist resources being used • 1 to 1 support is put in place for pupils who require a higher level of support e.g. children with physical disabilities, speech and language difficulties, severe cognition difficulties etc. • In exceptional circumstances pupils may be disapplied from some areas of the curriculum, tests (such as SATS) or assessments. This must be agreed by all parties • Individual timetables and activities are used when appropriate • Individualised learning intervention programmes to ensure progression against personalised targets

4. Teaching Approaches

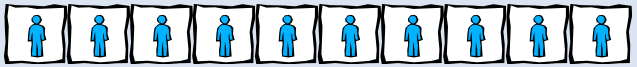
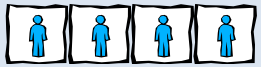
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• Multi-sensory learning approaches are used and teaching incorporates Visual, Auditory and Kinaesthetic learning styles
• Teaching approaches such as 'exciting writing' are used to incorporate all learning styles
• Groupings are flexible and are changed to reflects pupils' strengths and learning needs for different sessions
• Lessons will incorporate a variety of whole class, small group, partner and independent work
• Work will be differentiated according to different groups
• All classes have 'learning walls' to foster independent learning
• Homework support is available; the school also runs a homework club
	• Independent learning is supported through the use of technology such as
	  ○ Clicker 5
	  ○ iPads
	• Learning support assistants may provide support for less structured activities
	• Learning support assistants are highly trained and work under the guidance of teaching staff
	• Small group pre-teach and booster sessions
		• 1:1 Learning support where appropriate
		• Personalised and highly differentiated work is provided enabling both supported and independent learning
		• Teaching, at times, could be in separate rooms / areas of the school
		• Access to specific resources e.g. sensory toys etc.
		• 1:1 pre-teach and booster sessions
		• Individual reward and behaviour systems when appropriate

5. Self-help skills and independence

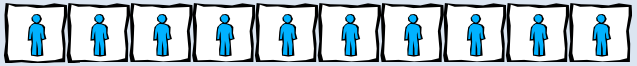
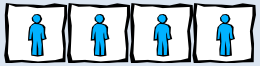
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Classrooms all have curriculum linked 'working walls' which are regularly updated allowing children to foster independence in their learning • The school has a set of 'values' which are threaded through all areas of the school these values are Perseverance, Unity, Creativity, Trust, Responsibility and Respect. Children are taught the meaning of each of these values and how they can help us achieve our potential • Independent work opportunities including self-challenge • Self-assessment opportunities during lessons to enable children to gain ownership of their learning and the progress they make • The school council hold regular meetings and are involved in many aspects of school life, including school improvement, purchasing resources and the recruitment of staff • Whole school rewards and behaviour systems • Clear labelling of class resources • School buddy system including playtime buddies and friendship stops • Techniques such as 'talk partners' and 'peer support' are employed to promote self-help skills and independence • The schools uses 'Jigsaw' to further promote these skills	• Prefect duties for year 6 pupils • Learning support assistants facilitate independent learning and self-help skills through modelling and guiding children	• Intimate care plans following professional advice with the aim of fostering increased independence • Communication aids, adapted ICT etc. • Where children are unable to 'vocalise' their needs our trained learning support assistants are able to interpret nonverbal communicatior from the child to assess and respond to their needs

6. Health, wellbeing and emotional support

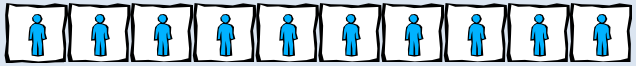
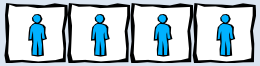
Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 

• Probus school uses 'Jigsaw' a mindful approach to PSHE
• There is a buddy system in the school for example year 6 pupils accompany Reception pupils during school dinners in the spring term
• Risk assessments are carried out for both in and out of school activities
• The SENCo coordinates provision for children with wellbeing, emotional, physical and mental health needs
	• 'Motor co-ordination' club to target children with coordination difficulties
	• Support for issues such as bereavement and behavioural difficulties is available from our Parent Support Advisor
	• Small group mentoring
		• 1:1 mentoring
		• Additional needs meetings (TA, Early support, Annual reviews etc.) are attended and supported by a range of external agencies including school nurse and other health professionals
		• Resources and assessments such as 'B squared' are used to tailor provision
		• Children with specific medical conditions have individualised health care plans
		• In addition to the above, additional support and guidance can be drawn on from agencies such as
		  ○ Parent Support Service
		  ○ CAMHS
		  ○ Penhaligon's friends
		  ○ Music therapy

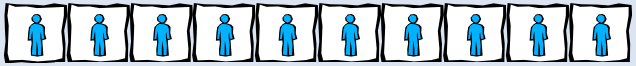
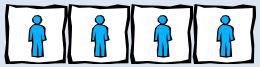
7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All children have opportunities for social interaction for example during break and lunchtimes • Within the school different types of mentoring takes place, for example Year 6 pupils being buddies during lunchtimes for Reception children and paired reading between classes • Key Stage outings including educational trips e.g. to the beach, cinema, local places of interest • Key Stage celebrations including carol concerts, topic sharing days and sports day • We have links with other local schools and regularly take part in cross school events such as sports tournaments and arts workshops • All children are encouraged to attend a variety of during and after school clubs – these are sometimes run by the pupils themselves	• The school is developing 'sports leaders' to take leading roles in health and wellbeing clubs • More able pupils are invited to take part in multi-school English and maths sessions at our local secondary school • Our wide variety of sports teams take part in both local level 2 and county wide level 3 tournaments. A variety of children are invited to attend clubs held at our local secondary school	• Individual and small group social skills support is available when necessary

8. **The physical environment (accessibility, safety and positive learning environment)**

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All areas of the school are accessible to everyone, including pupils with SEND • All classrooms are accessible by wheelchair and there is a lift to aid in movements between the two levels of the school site • All recreational areas of the school are accessible by wheelchair • Children feel safe in an environment where there is absolutely minimal bullying, incidents of which are dealt with effectively • Children are keen to learn in a supportive learning environment which recognises different learning styles and encourages pupils to take risks with their learning • There are named Child Protection Officers • All staff focus on rewarding positive behaviour to promote a positive learning environment • There is a clear system for rewards and sanctions which is followed throughout the school	• There are accessible adapted toilets / changing facilities available for those who require this • There are a number of staff who are 'Team-Teach' trained • Workspaces are adjusted according to need	• When necessary specialist equipment will be used to enable appropriate independence • When necessary alternative recording / display methods will be used

9. **Transition from year to year and setting to setting**

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The year 6 teacher and SENCo meet with the transition coordinators for our childrens' chosen secondary schools to ensure all information, including learning styles, talents and hobbies, is passed on • Children visit the local secondary school regularly for a variety of events • Transition sessions for Pre-school children take place in the summer term • The whole school has a 'move up day' which includes pupils working in their new classrooms. Year 6 pupils attend their new secondary school • All new pupils to Probus school are allocated buddies to help them settle in	• Children identified as needing extra support with transition are offered extra visits to their secondary school or into the Reception class, individually or in small groups • Home school books / Communication passports are used for children when appropriate	• The SENCo attends all EHCP reviews and TAC meetings • When required children have an individualised transition program from setting to setting to ensure familiarity with staff, routines and location • Children with SEND are offered extra visits / workshops to secondary school i year 6 • Staff from schools which our pupils are transferring to or from are invited to meetings

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology team	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.	Katy Neve Senior Educational Psychologist 01872 323022
Speech and Language Therapy team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	01208 834488
Parent support Advisor	A parent support advisor provides a link between school and home which supports a child's wellbeing and promotes positive attitudes towards education.	Lyn Bell Contact through school main office
Cornwall dyslexia service	The Dyslexia Service works with schools, children, young people and their families to ensure the effective inclusion, achievement and progression of children and young people on the dyslexic spectrum.	dyslexiaservice@cornwall.gov.uk
Penhaligon's friends	We are a Cornish charity supporting bereaved children, young people, parents and carers throughout the county. We offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.	www.penhaligonsfriends.org.uk/
The hearing support team	The Hearing Support Team provides a specialist	The Educational Audiology Centre,

	support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss.	Priory Road, St Austell, PL25 5AB
School Nurse Team	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy. They also carry out height and weight checks in Reception and Year 6 as well as Vision screening in Reception and Hearing checks in Year 1.	Cornwall Partnership NHS Trust Head Office Corporation Road Bodmin PL31 1FB 01208 834600
Social workers and Social Care	Social Workers and the Social Care Team promote and look after the wellbeing and achievement of all children, especially those in difficult family situations or those with complex learning needs.	Cornwall Council Children's, Schools and Families Team 0300 1234 101
Education Welfare Officer	Education welfare officers work with schools, pupils and families to support regular school attendance. They help to sort out problems in school or at home. At Probus School we have termly meetings with our Educational Welfare Officer to address any attendance issues that may arise.	Contact via school office Central office: Sedgemoor Centre Priory Road St. Austell
Paediatric Diabetes Nurse	The Paediatric Diabetes Nurse works with Pupils, Families and Schools to ensure that children with Diabetes are supported fully in their lives.	Royal Cornwall Hospital Truro Cornwall TR1 3LJ Tel: 01872 250000
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and	Children's Community Therapy Lead 01872 254531

	sensory awareness	
AAC Officers	AAC officers introduce Alternative and Augmentative Communication which opens the door on a huge range of equipment and techniques which support or replace spoken and written communication.	Anne Williams aswilliams@cornwall.gov.uk
Scope	Scope is a registered charity who provide support for disabled people and their families at home and in the community. In addition to this they provide us with moving and handling training for children.	01726 212706 cornwall@scope.org.uk
ASD Advisory Team	The Autism Spectrum Team is a service supporting young people with autism. The Autism Spectrum Team is an expansion of the previous Autism Services consisting of advisory teachers, specialist and highly specialist speech and language therapists, a specialist nurse practitioner, educational psychologists and Autism Spectrum Team workers.	Sarah Foden Mid Cornwall Advisor 01726223356
CAMHS	CAMHS (Child and Adolescent Mental Health services). CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.	Sedgemoor St Austell 01872 221400
Children In Care (Education support service) Cornwall social Care Services	Children in Care Education Support Service (CICESS) is part of Cornwall's Children in Care Strategy and has been up and running since September 2008 as the 'Virtual School for children in care in Cornwall'. Their priority is to promote the educational attainment and achievement of Children in Care, under section 52 of the Children Act 2004.	01872 322462 Priory house Bodmin 01208 251300
Ear Nose and Throat Dept Treliske Hospital	The ENT Department is part of the Surgical Division, which includes Paediatric, Breast, Vascular, Urology, Oral Surgery, Ophthalmology and General Surgery. The ENT department provides inpatient services at the Royal Cornwall Hospital and Outpatient services at Royal	Treliske Hospital 01872 254901

	Cornwall Hospital, St. Michaels Hospital, Camborne and Redruth Hospital, Falmouth Hospital, Newquay Hospital, Bodmin Hospital and Penrice Hospital.	

Answers to Frequently asked Questions

How does Probus school know if children/young people need extra help?

Children are monitored closely at Probus School. Children who may be vulnerable or those who are causing concern to staff in terms of behaviour or academic progress, for example, are discussed during weekly staff meetings. Childrens' academic progress is monitored through a rigorous tracking system which is informed by regular teacher assessments; in turn assessments are reported to the Senior Leadership team and Hub Council. These assessments are used to hold termly progress meetings with the SENCo and senior leadership team to devise appropriate booster sessions / interventions for children who have not achieved expected outcomes. Pastoral and class staff (including the SENCo) monitor family situations closely and take action accordingly. Should a teacher have concerns over a child they may speak directly to the SENCo who may in turn carry out observations / additional assessments and recommend support. Teachers will discuss any concerns that they have with parents / carers to help to 'build a picture'. Probus school operates a graduated approach following the guidance within the SEN code of practice. If concerns are raised about a child they will be listed on the Record of Need as 'on alert' and monitored with regular observations. If the child remains a concern, the child may move to 'SEN Support' as outlined in the Code of Practice. The school will arrange for the child to have extra practice /support in the areas in which they are struggling. Assessments to identify particular learning needs, such as Dyslexia, may be undertaken. If the child still remains a concern after support and does not appear to be making progress, the SENCo may refer to external agencies for further support such as; Speech and Language, Educational Psychologist, Occupational therapy, Child and Adolescent Mental Health, etc. Reports and advice from these professionals will help to direct support in school and at home. If the child is still a cause for concern at this stage and is not making the expected progress it may be appropriate to apply for an 'Educational Health Care Plan' (ECHP), in the previous system these were known as 'Statements'. If granted, this plan is developed from the advice from external professionals; objectives and provision are listed to ensure the child is given the most effective; medical, educational and communicative support to achieve success.

Some children may transfer to us already with identified needs. The child's previous school will forward any information on assessment and provision for the child so that we can mirror or devise more appropriate support within our setting.

Who is responsible for the progress and success of my child in school?

The progress and success of your child in school is everyones' responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. Upon entering Probus School a copy of the Home / School Agreement is sent home to be signed by both the parent and the child. This is then returned to school. Although this is not a legally binding document, we expect all who sign the agreement to adhere to it in equal measures, to support the success and progress of each child.

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

At Probus School we use a creative curriculum which incorporates the 'Cornerstones' curriculum. Learning is linked to different topic areas e.g. 'Misty Mountain Sierra', 'Rio de Vida', 'Traders and Raiders,' 'Towers, Tunnels and Turrets' to name a few (more information about our Cornerstones curriculum can be found here: http://www.probusschool.org.uk/teaching-learning). The school uses teaching methods such as 'story telling for story writing' and 'exciting writing' techniques to engage learners in a multisensory approach. Staff follow advice from professionals and as needed may build in; motor skills programmes, sensory diets, visual prompts, Speech and Language therapy etc.

How will school staff support my child?

The numbers of adults in each year group may vary according to age or needs e.g. If a higher level of need has been identified a child may receive additional support from one of our learning support assistants. Each class has one teacher to 30 children. In Foundation Stage there is also 1 learning support assistant. In Key stage 1 there is an additional learning support assistant or HLTA in each class. In Key Stage 2 there is an additional learning support assistant or HLTA in each class each morning. The class teacher plans for all the children in his/her class and is responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups, partners or working independently. Some children may be taught with 1:1 support from a learning support assistant. We believe it is important for children to develop relationships with a number of adults and as such, although a key adult may be allocated to support a child with a statement / ECHP, we encourage children to work with every adult in their class team.

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

Assessments of your child's progress are made regularly so the teacher knows exactly where each child is in his/her learning and what their next steps are The class teacher, learning support assistants and Senior Leadership Team meet regularly to discuss progress and arrange extra support where required. At the beginning of the autumn term each class holds a 'meet the teacher' information evening within which different aspects of the year will be discussed. Every class creates a 'rainbow plan' which gives a brief indication of some of the different areas of learning that will be taught in that term, this is given to the children to share with parents and displayed on the school's website. In addition to this there are also parents' evenings twice yearly; one during the autumn term and again in the spring term. Every child will receive a full end of year report in the summer term. During parents' evening class teachers will share childrens' next steps in learning. The school sets weekly, class based, homework where parents can support their child's progress by supporting them to complete this work.

In addition to the above parents can organise to meet with their child's class teacher at a mutually convenient time to keep up to date with their child's progress / to discuss concerns.

What support will there be for my child's overall wellbeing?

Children's wellbeing and emotional health is as important as their academic progress. Probus school recognises that pupils' emotional health is vital in creating a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community. To enhance this Probus school uses 'Jigsaw' as our PSHE program. More information about this can be found on our website.

Probus School uses learning mentors and specialists within the school who will help children and families work through any difficulties that may affect a child's progress in school. Where appropriate for children with behavioural difficulties, Individual Behaviour Plans and expectations are developed. When a

child's behaviour becomes challenging, teachers are supported by senior leaders in understanding the behaviour and agreeing with parents as to how best to manage it in a positive and proactive way, it may be appropriate to invite our Parent Support Advisor to support at this stage.

Our staff support individual medical needs and are trained, where required, in the administration of medicine e.g. for diabetes / epilepsy. All personal care needs are met by staff within the class and Intimate Care Plans are written and agreed with parents.

What specialist services and expertise are available at or accessed by your school?

Senior leaders, teachers and support staff are skilled in meeting the individual learning, behavioural and social needs of children with moderate and complex learning difficulties. The school accesses a range of specialist services including, but not limited to;

The Educational Psychology Team (EP), the Autism Advisor (AA), Speech and Language Therapists (SALT), Community Paediatricians, Occupational Therapists (OT) and Physiotherapy colleagues, the school nursing team, the Child and Mental Health Team, Scallywags, Early support, Teachers of the deaf/ visually impaired, etc.

What SEND training have the staff at school had or are having?

All staff, both teachers and support staff, receive on-going training in meeting the needs of children with Special Educational Needs & Disabilities (SEND). A detailed induction programme, including a mentoring programme for new staff, ensures that staff have opportunities to observe and ask questions from more experienced colleagues. All staff receive mandatory Safeguarding training. Many staff have also been trained in First Aid, Team Teach training, Epilepsy, Diabetes and Speech and Language.

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

As an inclusive school, all children participate in whole school, curriculum and off site activities to the best of our ability and in line with the Code of Practice guidance that schools make 'reasonable adjustments'. The extent to which each child participates and the levels of support received will vary between children and across time but we differentiate the activities and expectations to enable all children to take part. Parents are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. All trips are risk assessed and children with specia educational needs and/or disabilities will have a personalised risk assessment. Attendance on residential trips requires specific parental permission and activities are planned accordingly.

How accessible is the school environment?

Probus school is fully DDA compliant. Although over two floors, we have an interior lift and exterior ramps to ensure access to all areas.

How will school prepare and support my child through the transition from key stage to key stage and beyond?

The SENCo works closely with all class teachers and support staff in the school as children move through the school to ensure they know a child's individual needs and what provision they require. As children enter year six, we begin to think about which secondary school the children are transferring to The class teacher and SENCo will meet with the SENCo / head of year of each of the secondary schools and discuss the needs and provision for individua children. The schools offer transition days near to the end of term to familiarise children with their new school.

For children with ECHPs the SENCo will raise the subject of secondary transition at the annual review meeting for children in year 5 so that parents can think about the most appropriate provision for their child and start looking at secondary schools. Some children with complex learning needs may require specialist provision and parents may choose to apply for a secondary ARB placement or special school. Meetings are arranged with the transferring secondary school and individual transition plans are developed. Some children may need regular visits to their new school. They may need to take pictures and ask questions before they feel comfortable with the move. We will support each child individually to ensure their transition is a success.

How are the school's resources allocated and matched to childrens' special educational needs?

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

How is the decision made about what type and how much support my child will receive?

When children whose SEND circumstances, health requirements or complex learning needs indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this might be. This support may be provided from within the class team, but may be targeted at specific times, i.e. break times, circle times or may see interventions for specific lessons or areas e.g. reading.

If the evidence suggests that significantly higher levels of support maybe beneficial, this is agreed by senior leaders and additional support will be requested from the Local Authority. Parents are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. Support is reviewed on an on-going basis.

Who can I contact for further information?

You can contact the school secretary for further information and a prospectus. You may also speak to the Headteacher or SENCo for more information on our provision.

What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

Parents who believe their child's needs are not being met within school are asked to meet with their child's class teacher in the first instance. If there are still concerns a request for a meeting with a member of the Senior Leadership Team to talk through concerns would be the next step. Where concerns persist parents are asked to write to the Hub Council.

How is your Local Offer reviewed?

Our local offer has been developed through consultation with the Senior Leadership team, staff and wider Aspire MAT. It will be reviewed on an annual basis.

The first point of contact for anything relating to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an on-going basis. Appointments to meet with teaching staff can be made for a mutually convenient time, you can telephone the school office to organise this.

The Senior Leadership Team comprises of:

Executive Principle: Mrs Lyn McNamara
Head of School: Miss Deanne Carden
Assistant Head of School / SENDco: Mr Matt Maloney

More information about our staff can be found on our website: http://www.probusschool.org.uk/