



Probus Primary School & Nursery

Our Special Educational Needs and Disability (SEND) Information Report and Local Offer 2026- 2027

Probus School is a vibrant, inclusive and ambitious primary school committed to providing high-quality educational and personal development opportunities for all pupils. Our motto, 'Strong Roots Leads to a Lifetime of Learning', reflects our belief that every child can thrive and reach their full potential not just when they are in our school but throughout their lives. We are proud of our welcoming and nurturing school community, where all children are valued, respected and supported regardless of their individual needs or circumstances.

At Probus School, we are committed to reducing barriers to learning and narrowing the attainment gap between pupils with Special Educational Needs and Disabilities (SEND) and their peers. Our first approach for all pupils is high-quality adaptive teaching through universal provision. Universal provision consists of inclusive strategies, resources and classroom practices that support all learners to access the curriculum and achieve success. When implemented effectively, these approaches enable many pupils to make strong progress and may reduce the need for additional interventions.

Where additional support is required, we provide a graduated approach tailored to individual needs. This may include targeted short-term interventions, personalised learning programmes, one-to-one or small group targeted support, home-school strategies and advice from specialist external agencies. Provision is carefully planned, monitored and reviewed to ensure it has a positive impact on pupil outcomes.

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 in our curriculum, our class topics are communicated to parents so that they are able to share conversations about the learning within school and develop individual interests. Please see the curriculum page on our website for more information.

We are committed to ensuring that children with SEND are fully included in all aspects of school life. We work collaboratively with families, external professionals and support services to identify and remove barriers to learning, participation and achievement. Our aim is for every pupil to feel valued, develop confidence and independence, and achieve success both academically and personally.

Link to Special Educational Needs
Policy
[Aspire SEND Policy](#)

Link to Equality and Diversity Policy
[Equality and Diversity Policy](#)

Link to Access Plan
[Accessibility Plan](#)

SEND Information Report and Local Offer Probus School September 2026

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 young people 	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 forums ○ PSHE & Jigsaw ○ Head teacher questionnaires ○ Pupil conferencing ○ Suggestion box that all pupils can access • Pupil achievements are celebrated within classes and the whole school. • Safeguarding and SEND concerns are discussed sensitively and appropriately at the earliest opportunity, following the correct guidelines.	• Pupils with SEND are included in focus groups • Additional provision may be developed in light of the pupil voice • Pupils are supported to set targets and review their progress towards these, which are recorded on their IPM. • All about me profiles are co-created with children who have a SEND need	• Individual support is responsive to the views of the pupils. • Pupils' views are an integral part of TAC meetings and SEND reviews including Annual Reviews for pupils with an Education, Health and Care Plan (EHCP) e.g. by completing an 'All About Me' profile. • Support staff are always available to advise and help children to complete these. • 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

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and Young people 	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 and we encourage parents to make contact for a telephone or face to face appointment with their child's teacher to discuss any concerns at the earliest opportunity. • Every class holds a 'meet the teacher' evening at the beginning of the year. • Each term that are open afternoons where parents are invited in to celebrate the work their children are doing and have another opportunity to speak to their child's teacher. • We hold two parents' evening 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. • The school's website is updated weekly with	• Parents / carers are able to contact the school throughout the school day (by phone, email or in person) with any concerns or reassurances that they might need • Probus School works with Cornwall Council's family support worker and has Deborah Phoenix attached to the school as the first point of contact • 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. These individual appointments can be booked through the school office	• Parent/carers are supported in attending and are actively involved in all meetings where appropriate. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. Advocacy is available to ensure this. • All documentation can be presented in a format that is accessible to individual parents' needs. • When appropriate, the use of Tapestry will continue to give parents an insight into what their child is learning in school. • There is an ongoing system of referral to outside agencies such as the Early Help Hub, Autism in Schools Team, Speech and Language Therapy and SEN Support Services.

key dates, events and news. • Each class produces a half-termly overview which is sent home to enable parents to have an insight into the learning in the classroom. • The school has a weekly update via email. • Parents' views are gathered through 'Parent Voice' questionnaires and surveys.		
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3. Learning and curriculum approaches

Whole school approaches. The universal offer to all children and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Our children follow a broad and balanced curriculum that is well sequenced to ensure children's experiences build on prior learning. • The curriculum is designed to ensure the inclusion of all pupils regardless of their ability and/or additional needs. • All pupils have access to the curriculum, educational visits and extra-curricular and/or enrichment activities. • All children have access to resources to support their learning and teacher's use high quality teaching as the first step in supporting all learners to make good progress. • Pupil progress is monitored termly including the use of Little Wandle Phonics to assess reading and spelling and Ready To Progress to assess maths. • Additional assessments (e.g. dyslexia screening)	• When a group of children are identified as requiring additional support in specific areas, the impact of any intervention is closely monitored by class teachers and subject leaders. Following review, support may be continued, adapted, or discontinued as appropriate. • Intervention support may be delivered in a small group or 1:1, by a teacher or TA. • These interventions are closely linked with the curriculum and are delivered in such a way as to ensure pupils still access a broad and balanced curriculum offer. Previous interventions at Probus School have included:	• Probus School responds to the individual learning needs of the children to ensure that their curriculum is accessible. • Individual Provision Maps are used in school to target specific areas to ensure progress. Parents and children are invited to contribute to these. IPMs (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 • 1:1 or small group 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

are used to identify students who may need additional interventions.	• Little Wandle phonics (includes spelling, reading and handwriting intervention) • Sentence building • Precision teach RTP key ideas • Funfit	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
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4. Teaching Approaches

Whole school approaches The universal offer to all children and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• All children have access to resources to support their learning and teacher's use high quality teaching as the first step in supporting all learners to make good progress. • English and maths skills are a priority for all staff: key vocabulary and key terms should be displayed and discussed. • Teacher feedback is specific and includes what the pupil has done well and next steps to support further progress. • Alternative ways of recording are used where appropriate, including the use of ICT. • Learning experiences are scaffolded to meet individual pupil's needs.	• Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Class based staff work with small groups to: • ensure understanding • facilitate learning • address misconceptions • foster independence • keep students on task. • Independent pupil learning is supported by use of technology when appropriate e.g. Interactive whiteboards/ Smart TV, iPads, Chrome books. • Special examination arrangements are put in place for internal and external tests	• Personalised and highly differentiated work is provided enabling independent learning, including the use of TEACCH structured approach to learning (e.g. use of TEACCH trays). • 1:1 and small group support is provided for pupils who need more intensive support / bespoke provision, e.g. for those with physical disabilities, complex speech and language difficulties, severe learning difficulties and/or disabilities etc. • Where appropriate, advice and support is sought from external agencies, including: • Aspire Inclusion Team • Educational Psychology • Occupational therapists • Autism in Schools Team • Cognition and Learning Team

• Pupil progress is monitored and recorded in a range of ways, including: • teacher assessments (both formal and informal) • classroom observations • book scrutiny • learning walks • Little Wandle phonics / reading assessments • Feedback from parents and pupils • Time is allocated at weekly staff meetings to share any updates or information regarding SEND. • TAs have regular CPD to upskill them in key areas of the curriculum • The progress of individual pupils and groups of pupils is discussed termly at Pupil Progress Review meetings with class teachers, Head of School and the SENDCo. • Information that is gathered is used to identify gaps in learning, ensuring that all children make maximum progress. • The Senior Leadership Team (SLT) alongside Subject Leads undertakes regular lesson observation and work scrutiny to monitor, evaluate and improve teaching and learning.	and examinations where appropriate (readers, scribes, additional time etc).	• Visual and Auditory Specialist • Early Years Inclusion Team • Speech and Language Therapists • Communication Support Team • Physiotherapy
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
- Classrooms all have curriculum linked 'working walls' which are updated each lesson to ensure pupils can use them as a tool to develop independence - Children are encouraged to access resources needed for learning, including individual resource packs e.g. Knowledge Organisers, and clear labelling of class resources so they can be accessed - Every class has a visual timetable that is updated at the start of each day 'Traffic lights' are used to prepare all children that a transition is coming up. - Independent work opportunities including self-challenge	- Teachers and TAs ensure children are confident in what needs to be done before beginning independent work. - Children are taught strategies to develop independence if they find their work challenging. This would include using resources in the classroom and accessing the working walls, as well as asking peers or staff for support - Chrome books and iPads are available to support children who need alternative methods of recording. - Nurture groups are run for children who have been	- Intimate care plans following professional advice with the aim of fostering increased independence - Where children are unable to 'vocalise' their needs, our skilled teaching assistants are able to interpret nonverbal communication from the child to assess and respond to their needs - Communication boards are utilised for children who find it difficult to verbalise their needs - Adults working with individual children encourage the students to be as independent as possible when working. Teachers and TAs

• The school has 4 clear values of Be Ready, Be Respectful, Be Safe and Be Kind. • Children are taught throughout the school to take responsibility for entering class and putting away their bags/reading folders and coats, taking care of possessions and keeping their classrooms tidy. • The school council hold regular meetings and are involved in many aspects of school life, including school improvement • Whole school rewards and behaviour systems • School buddy system including; year 6 buddies for new learners in reception, 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	identified as needing support with self-help and independence to give small group opportunities to develop these social skills	use resources, questioning, visual supports, concrete resources and verbal prompts to develop independent working skills. • Children have access to individual 'Now' and 'Next' boards to allow them to understand and know their individual time tables. • Traffic lights are used to prepare children for transitions.
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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Probus school uses 'Jigsaw' a mindful approach to PSHE • All staff are responsible for the wellbeing, emotional, physical and mental health needs of pupils. Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK) which is underpinned by educational practices which 'Protect, Related, Regulate and Reflect.' We have staff who have completed a diploma to become a Trauma Informed School & Mental Health Practitioner as well as staff who have completed the DfE Senior Mental Health Lead training. • Any emotional issues, disagreements, bullying are dealt with by staff immediately and reported to class teachers. • Themed assemblies (whole school and within class) are used to promote awareness of important issues. • Daily meet and greet systems are in place for all pupils by key adults from their classes	• 'Motor co-ordination' club to target children with coordination difficulties. • Support for issues such as bereavement and behavioural difficulties is available from our Family Support Worker • Use of Boxall Profile tool to inform targets and provision to support emotional wellbeing. • Time limited and monitored groups address: • self-esteem • social skills • developing emotional awareness • Risk assessments using the Aspire model are carried out to actively support pupils and ensuring their health, well-being and emotional support when required. • Teacher or TA support for children who are experiencing emotional issues. This may take the form of small group circle time or activities inspired by a Trauma Informed Schools UK approach based on relationships, connection and a sense of belonging.	• TAF/TACs, Early Support meetings and reviews are supported by a range of agencies, where appropriate. • Children can be referred by the SENDCo for an initial assessment with an Educational Mental Health Practitioner (EMHP), who may then offer 1:1 sessions to support. • 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 relevant to pupils such as Boxall Profile • Children with specific medical conditions have individualised health care plans • Additional support for students can be requested from • CAMHS • Social Care • Aspire Academy Trust Inclusion Team • CLEAR • Speech and Language Therapy • Educational Psychology • Dreadnought • Penhaligon's Friends • Young People

• We work with Educational Mental Health Practitioner as part of the Mental Health Support Team (MHST), who can deliver whole class sessions as needed. • Reflective and restorative conversations are held for pupils who need additional support to reflect on any unexpected behaviours that may impact others. • Our behaviour policy includes a reflect and repair time when a child has broken one of the key 4 values.	• Key staff check in with pupils regularly throughout the day or the week depending upon needs. • Counselling support services can be accessed where appropriate, including small group sessions with the Educational Mental Health Practitioner. • School nurse service is available through referral to the Early Help Hub.	Cornwall and other outside agencies as appropriate.
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7. Social interaction opportunities

Whole school approaches The universal offer to all children and young people 	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 develops 'sports leaders' to take leading roles in health and wellbeing clubs • Children in year 5 and 6 are actively encouraged to take on a responsibility that encourages them to talk to younger children in school, whether that is as a play leader, a dinner helper or sports leader. • Our school offers a variety of competitive and non-competitive sports competitions and festivals. By the end of year 6, all children will have been invited to take part and represent the school in one of these events (subject to risk assessments)	• Individual and small group social skills support is available when necessary • Meet and greet is available to support children coming into school • Additional support and reasonable adjustments are made for individual pupils to ensure that every pupil can access opportunities for social interaction. • When appropriate, specific PD targets are planned for to ensure that pupils can interact with peers who are similar to themselves.

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

Whole school approaches The universal offer to all children and young people 	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 who use a wheelchair are encouraged to be as independent as possible. • 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 trained First Aiders (including paediatric first aiders) on site at all times to deal with accidents when required. • There is a named child protection officer,	• There are accessible adapted toilets / changing facilities available for those who require this • There are a number of staff who are 'Team-Teach' or 'Price' trained • Workspaces are adjusted according to need • Quiet workspaces can be used when needed (The Green Room and The Hive).	• When necessary specialist equipment will be used to enable appropriate independence • Classrooms/halls/corridors are made accessible for young people with sensory needs. • Support from Occupational Therapy to ensure any adaptations are risk assessed. • Equipment which supports some pupils to access mainstream classrooms include noise cancelling headphones, concentration aids and Chewelry. • When necessary alternative recording methods will be used

'Designated Safeguarding Lead' (Mrs Bowen) and deputies (Ms Moore and Mr Hamilton) and a named 'Designated Teacher for Children in Care' (Mrs Bowen) • All staff focus on rewarding positive behaviour to promote a positive learning environment • There is a clear whole class system for rewards and a clear sanction pathway, which is followed throughout the school		
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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 SENDCo meet with the transition coordinators for our children's 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 prior to transition day • Transition sessions for pre-school children take place in the summer term • Reception staff go into other nursery and home settings to meet all new starters in the summer term before they begin school. • Parents are informed in the summer term about their child's new teacher. • The whole school has a 'move up day' which includes pupils working in their new classrooms. Year 6 pupils attend their new secondary school. • A parents open afternoon is offered in the summer term with their child's new teacher.	• 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 to aid transition • MHST is utilised to help in the transition from year 6 to year 7 regardless of which secondary school they are going to attend.	• The SENDCo 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 in year 6 • Staff from schools which our pupils are transferring to or from are invited to meetings • When necessary, provision is replicated in new settings to ensure it is easier for a child to transition there. • Social stories are used to support children in their transition between class year groups.

• All new pupils to Probus school in reception are allocated buddies from year 6 to help them settle in. • Close liaison between nursery and reception		
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10. The SEND qualifications of, and SEND training attended by, our staff

Whole school approaches The universal offer to all children and young people 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The SENDCo is currently completing the NPQ in SEND Leadership. • There is another qualified SENDCO working as a member of teacher staff • SENDCo attends termly Aspire Academy Trust Inclusion Network training days to share latest SEND updates and practices to support pupils' needs. • All staff receive training and updates on a regular basis regarding changes and/or updates to special educational need via weekly staff meetings. • Good practice is shared and modelled where appropriate. • Named Director for Inclusion is Sally Hannaford. • Named hub councillor for SEND is Gemma Martin. • Family Information Service website is available for parents and staff to access guidance and advice.	• SENDCo is up to date and aware of different interventions and possible provisions. • SENDCO has completed Boxall Profile training • 1 x TAs trained in Wild Tribe (Summer term 2026) • 1 x teacher completed Diploma in Mental Health through Trauma Informed Schools (TISUK). • 1x teacher completed DfE Mental Health Lead training. • A number of school staff have completed Makaton Level 1 training. • Many of the Early years staff are Ekkan trained. • Early years and some year 1 staff have completed WellComm training. • Early Years team have accessed additional support from the Early Years Inclusion Team.	• SENDCo team know how to access specialist and individualised support from agencies. • Additional advice is sought from the Area SENDCo within the Aspire Inclusion Team where needed.

	• Outside agencies/specialists provide training to meet needs and support.	
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Services and organisations that we work with:

Service/organisation	What they do in brief
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.
Family Support Worker	Deborah Phoenix is the first point of call for any family who would benefit from support for their family. It might be to discuss sleeping, eating, or coming into school as well as a range of other problems or concerns that you might have. Contact can be made with Deborah by contacting the school office (hello@probusschool.org.uk) and requesting a meeting with her. She is a valuable source of information and support.
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. A referral can be made by Mrs Bowen if you have concerns.
Penhaligon's friends	Penhaligon's friends are a Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents.
The Hearing Support Team	The Hearing Support Team provides a specialist 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.
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.
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.
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 trust and count Educational Welfare Officer to address any attendance issues that may arise.
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.
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 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.
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.
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.
Children in Care (Education support service) Cornwall Social Care Services	Children in Care Education Support Service (CICISS) 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.

Answers to Frequently asked Questions

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

Children are monitored closely at Probus School. Regular assessments (both formal and informal) are made of children and pupil progress meetings are held between SLT, SENDCO and class teachers every term. If there is a concern about a child's progress, the class teacher or parent will highlight their concerns to the SENDCO. Initially, we will look at the environment and ensure that we are doing everything we can to allow the child to make good progress. If, after these measures are in place, the child doesn't make the expected progress, class teachers will discuss with parents their concerns and the child might be put onto the record of need. This might be for time limited for a specific intervention to take place, or it might be ongoing. Parents co-create any Individual provision map and are a key part of the process.

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

The progress and success of your child in school is the responsibility of everyone. By 'everyone' we mean all school staff, parents as well as the child themselves. Upon entering Probus School you are agreeing to act and learn within the school values and expectations. Whilst this isn't legally binding, we do expect parents to play a key role in the success and progress your child makes.

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

At Probus School we follow the national curriculum. We offer some subjects discretely and some in a cross-curricular topic themes to help pupils make connections across their learning and create a stimulating collection of experience that give coherence about one main theme. The school uses clear learning methods that are familiar across the school to allow children to learn. 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. Teachers will support your child by ensuring the work they are expecting them to do is achievable by your child. Work might be varied for different children in the class and ways of recording will change. If necessary, another adult – usually a teaching assistant – might work alongside your child or a group of children to support them.

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, teaching 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 plan which gives a brief indication of some of the different areas of learning that will be taught in that half term, this is emailed to parents and shared on the school 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 has a homework policy of reading 5 times a week at home and completing times tables for 20 minutes a week (from year 2 summer term). The books and times tables your child has to work on will be appropriate to their ability.

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 Family Support Worker 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, Early support, Teachers of the deaf/ visually impaired, etc.

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 special 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 SENDCo 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 SENDCo will meet with the SENDCo / head of year of each of the secondary schools and discuss the needs and provision for individual children. The schools offer transition days near to the end of term to familiarise children with their new school.

For children with ECHPs the SENDCo 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 children's 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 administrator (Mrs Senior) for further information and a prospectus. You may also speak to the Headteacher or SENDCo for more information on our provision. To email any of these people, please contact hello@probusschool.org.uk

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 or email the school office to organise this.