What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. ‘This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child’.

What will it do?

- The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. This is currently available on Medway Council’s website by searching “Local Offer”.

- There are a series of questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child’s needs.

Below are Luton Junior School’s responses to these questions:
At Luton Junior we strive to support **all** children to enable them to achieve their personal best socially, emotionally and academically.

### How does Luton Junior School know if children/young people need extra help?

- Concerns are raised by the pupil, parents/carers, teachers, teaching assistants or the pupil’s previous school.
- There is lack of progress.
- Poor test scores.
- There is a change in the pupil’s behaviour.
- A pupil asks for help.

### What should I do if I think my child may have special educational needs?

If you have concerns then please contact:

- The class teacher
- Mrs Foreman (SENCo)
- Mr McCann (Deputy Head Teacher)
- Mrs Jandu (Head Teacher)

### How will staff at the setting support my child?

- The day to day learning for each pupil is the responsibility of the class teacher who, if required, is supported by a range of professionals to ensure the needs of the children are met.
- If a pupil has needs related to more specific areas of their education, such as maths & English skills etc., then the pupil may be placed in a small focus group. This is a carefully planned intervention tailored to the child or children’s needs and the impact will be measured.
- The length of time of the intervention is usually 6 weeks before being reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
Meetings between the class teacher and the leadership team occur regularly to discuss the progress of the pupils. This shared discussion allows staff involved to evaluate the impact and effectiveness of the provisions in place and decide on next steps or further actions.

Pupil consultations also occur twice a year allowing both parents and children time discuss targets together alongside the class teacher ensuring that all parties involved understand and agree to the expectations. Targets are child centred with a focus on developing skills and understanding.

Occasionally a pupil may need more expert support from an outside agency such as the Children’s Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of Luton Junior School are responsible for entrusting a named person, Mr Adrian Burrell to monitor Safeguarding and Child protection procedures. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way.
### How will the curriculum be matched to my child’s needs?

| Learning within the classroom is differentiated to meet the needs of all the children. |
| Differentiated work is part of normal practice at Luton and all teachers differentiate to meet the needs of all the children within their class. |

Differentiation means adjusting the learning to meet the pupil’s needs.

- Pupils are supported to complete tasks in a variety of ways including focus groups, peer support, and 1:1 interventions. They are also provided with a variety of materials to assist their learning such as practical resources and visual clues,
- Teachers, teaching assistants or specialist teachers may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Further support can also be given after school, also in small groups or 1:1 situations tailored to the needs of the child/children.
Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil’s school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

There are three types of pro forma on offer to reflect the graduated approach.

Some pupils will have group provision maps. As the complexity of individual need increases, a more personalised programme will be required to meet those needs. These will be more detailed as the level and range of interventions increases. All plans will evidence a link between assessment, planning, intervention and reviewing in line with the graduated response.

The three types of pro forma are:
- SEND Support agreement
- Costed individual provision map
- School Based Support Plan

How will I know how my child is

- The class teacher is available at the start and end of
<table>
<thead>
<tr>
<th>Doing and how will you help me to support my child’s learning?</th>
<th>every day for a brief conversation to offer support and advice to you. The school operates an ‘open door’ policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ If you would like more time to discuss your child please call the office, or call in to reception, to make an appointment where the class teacher will be able to provide you with more information and support in greater detail.</td>
<td>For further information or to clarify inclusion issues make an appointment with Mrs Foreman (SENCo).</td>
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<tr>
<td>➢ Support is also available by the Head Teacher (Mrs Jandu) or Deputy Head Teacher (Mr McCann) and an appointment can be made by phone or by visiting reception.</td>
<td>➢ You will be able to discuss your child’s progress at parents consultations which run throughout the school day and also into the early evening.</td>
</tr>
<tr>
<td>➢ You will be able to discuss your child’s progress at parents consultations which run throughout the school day and also into the early evening.</td>
<td>➢ Your child’s class teacher will be available at the end of each day if you wish to raise a concern so please feel free to approach them. Appointments can be made to speak to any of the staff at the school.</td>
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<tr>
<td>➢ Targets are set by the class teacher, parents/carers and children through discussion and review of prior progress and all are encouraged to contribute their input to be included on their targets.</td>
<td>➢ Reports are sent out to parents in July but an interim report is also sent out in February to keep parents informed of their child’s progress. Your child’s progress will be measurable against National Expectations and this information will also be found on the interim report.</td>
</tr>
<tr>
<td>➢ Opportunity will be available to discuss those reports with the class teacher.</td>
<td>Supporting your child by encouraging them to complete their...</td>
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</table>
### Luton Junior School
**Special Educational Needs Information Report**

Mrs Jandu  
*Head Teacher*

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What support will there be for my child’s overall well-being?</td>
<td>❖ The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties to develop their emotional well-being.</td>
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<td></td>
<td><strong>Pupils with medical needs</strong></td>
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<td></td>
<td>❖ If a pupil has a medical need a detailed Care Plan is compiled by Mrs Grist (Home School Support Worker) in consultation with parents/carers and the school nurse if appropriate.</td>
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<td>❖ Staff receive appropriate training to support children with medical needs and have a responsibility to ensure the well-being of all our children.</td>
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<td>❖ As a school we follow the Medway guidance for administering medicine</td>
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<tr>
<td>What specialist services and expertise are available at or accessed by</td>
<td>In addition to the specialist support available within the school (Well-Being and Sports Coaching), we also have available to us a regular team of specialists whose expertise</td>
</tr>
<tr>
<td>the setting?</td>
<td></td>
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- Homework and to read regularly would be beneficial to their learning. Through discussions with the class teacher support for appropriate gaps will be identified allowing both you and child to work on these elements.
we can buy in to support our children –
• Speech and Language Therapists
• Education Psychologist
• Learning Support Services
• Play Therapist

The school also seeks support and advice from agencies as and when the need arises including:
• Autism Outreach Team
• Child Protection Advisors
• CAST (Child & Adolescent Support Team)
• CAMHS (Child & Adolescent Mental Health Service)
• AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
• PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
• Social Services
• Children’s Therapy Team (Speech & Language/Occupational Therapy)
• MAGIC (Medway Autism Group & Information Centre)
• Medway Hospital (Paediatricians)
• School Nurse

The school is proactive in becoming involved with initiatives which will improve the outcomes for the children including supporting the families and we are able to work closely with the Medway Action for Families Team.

This involvement is generally planned at the ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil’s difficulties and to give support where needed through in class practice or through specialist support.

What training have the staff who support children/young people with SEND had?

Staff receive training and updates regularly. These include bespoke training with professionals to meet the needs of individual or groups of children. Training and updates can be in house from professionals who support the school.
regularly, including the Learning Support Services, for staff new to the school as well as briefings and updates from key staff in the school. Staff regularly attend training run by the Local Authority to ensure that they are aware of all current legislation and requirements.

All staff have received training on SEND including:
- How to support pupils with a diagnosis of developmental coordination difficulties.
- How to support pupils on the autistic spectrum.
- How to support pupils with emotional needs.

Mrs Foreman has gained the required statutory National Award for Special Educational Needs Coordination. Our Sports Coach also has an NVQ 3 in teaching and learning and level 3 interpreting qualification. Our Well-being Officer is DCPC trained and has an NVQ 3 in teaching and learning, positive behaviour support, mood and motivation management, and a level 2 in youth working. Our Home School Support Worker is DCPC trained.

The Head Teacher, Deputy Head Teacher and SENCo have been DCPC trained (Child Protection):
- The Head Teacher attends regular update meetings.
- All staff receive Child Protection training from professionals, some of which is bespoke to the school.

<table>
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<tr>
<th>How will my child be included in activities outside the setting including trips?</th>
<th>Activities and school trips are available to all.</th>
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<tbody>
<tr>
<td></td>
<td>Risk assessments are carried out and procedures are put in place to enable all children to participate.</td>
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<td></td>
<td>Staff members will accompany children to supply the support necessary from individual care plans.</td>
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<td></td>
<td>However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.</td>
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<tr>
<th>How accessible is the setting environment?</th>
<th>Our school is based on an old Victorian site and is situated over two buildings.</th>
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<tbody>
<tr>
<td></td>
<td>Facilities we have at present include:</td>
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</table>
Mrs Jandu  
Head Teacher  

**Luton Junior School**  
**Special Educational Needs**  
**Information Report**

- ramps into school to make the building accessible to all.  
- a toilet adapted for disabled users.  
- wide doors in some parts of the building.  
- We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan.

Improvements across the school are one of the priorities in our development plan and are currently being discussed with a view to improvements being seen by 2016.

| How will the setting prepare and support my child to join the setting, transfer to a new setting / school or the next stage of education and life? | Luton Junior School has many strategies in place to enable every pupil’s transition to be as smooth as possible. These include:  
- Meetings between the previous or receiving schools prior to the pupil joining/leaving.  
- Mrs Foreman where appropriate attends the infant feeder schools ISR (In School Review).  
- Year 2 pupils attend a Transition Day where they spend the day with their new class teacher.  
- Additional visits are also arranged for pupils who need extra time in their new school.  
- Mrs Foreman is always willing to meet parents/carers prior to their child joining the school.  
- A Transition program for pupils in year 6 prior to joining their new secondary school is in place. This provides them with the opportunity to discuss any concerns they may have.  
- Secondary school staff visit pupils prior to them joining their new school.  
- Mrs Foreman meets the SENCOs from the secondary schools to pass on information regarding SEN pupils.  
- Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs Foreman, the secondary school SENCO, the parents/carers and where appropriate the pupil. |
Mrs Jandu  
*Head Teacher*

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### Luton Junior School

**Special Educational Needs Information Report**

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| How are the setting’s resources allocated and matched to children/young people’s special educational needs? | ➢ Children are supported in a variety of ways within the school using both apparatus and resources alongside human resources (TAs and other adults).  
➢ Regular analysis of the children’s needs identifies the support needed and allows the teacher to fund the appropriate resource to match the need.  
➢ Resources are funded from a number of sources including the school budget, pupil premium or Government overseen funding. |
| --- | --- |

| How is the decision made about what type and how much support my child will receive? | ➢ Support is allocated on a needs basis in line with the resources available.  
➢ Observation of the child and analysis of the outcomes allows key adults and stakeholders to identify the appropriate resources needed for each child.  
➢ On-going monitoring of each pupils progress allows for adjustments to be made if needed and appropriate changes made that best suits the child  
➢ In class support is provided by the class teacher, extra support will be discussed between key adults and will be provided by specialist adults or outside agencies  
➢ Parents will be notified of the support being provided and opportunities for discussion with the class teachers are available. |
| --- | --- |

| How are parents involved in the setting? How can I be involved? | Our school welcomes the opinions of our parents. Many opportunities are available for parents to speak to the staff within the school through:  
➢ Parent consultations, where both children and parents can discuss issues or progress with the class teacher  
➢ Parents are welcome to join the schools Governing body which allows parents to join in with discussions over principle school issues  
➢ Parents opinions are also taken into account for key school decisions and parents are invited to volunteer in school. |
| --- | --- |

<table>
<thead>
<tr>
<th>Who can I contact for further information?</th>
<th>If you wish to discuss your child’s educational needs or would like to call the school office to make an appointment for a face to face meeting please call:</th>
</tr>
</thead>
<tbody>
<tr>
<td>01634 844149</td>
<td></td>
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Or by email via

SENCO: Mrs Maggie Foreman  
[forem009@medwaymail.org]

Pastoral Care Manager: Mrs Toni Grist  
(grist001@medwaymail.org)

Your child's class teacher.