

The Local Offer

Name of Setting: Latimer Primary School Breakfast Club

Telephone: 0116 2362138

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Name of person to contact: Stuart Robinson or Julie Richards

My child has SEND. I would like to look around. What do I need to do?

Telephone the school for an appointment to look around and meet the staff and SEND Coordinator.

How will my child and I be made to feel welcome and how will you get ready for my child coming?

The SEND Coordinator will have a private meeting with you to find out the history of your child and the special provision that may be necessary on entry to the school.

How accessible are your premises?

Latimer Primary School is housed in three areas. The building is flexible to meet the needs of disabled pupils and staff and provision is negotiated when a pupil or staff member's specific needs are known. At present significant building work is taking place on the school site. During planning of this work the potential needs of all pupils and staff with a disability have been considered.

How will you keep my child safe?

All staff working with children have child protection training. The Co-head teachers ensure that safeguarding arrangements are implemented both in school and during extended school provision. Further information regarding can be found in the Child Protection/Safeguarding Policy, located in the school office.

How will you communicate with me what my child has done, enjoyed and learnt?

We will communicate with you via your child's reading record and teacher comments in homework books. We will also contact you via email and text message and in urgent situations we will contact you by telephone. A formal written end of year report will be sent out during the summer term. Informal meetings may be scheduled at other times and parents are always welcome to seek advice and support about their child at pre-arranged times with the class teacher, SENCo or head teachers.

How do you work with other professionals?

All children at Latimer Primary School are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. This includes other professionals working within the school such as the School Nurse or Speech and Language Therapist. On occasions it may be necessary for the school to seek advice from other professionals to support a child's needs. If parents and teachers are concerned that a child may have social, emotional or mental health needs, parents will be encouraged to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services) or the school may make a referral through the Educational Psychologist or school nurse. If the child is felt to have long term social, emotional or mental health needs, for example, with anger management, the school offers social skills interventions and in some circumstances, Play Therapy lead by a specialist teacher.

What training have you/your staff had in SEND?

All of our teachers are trained to work with children with SEN and have access to advice, information and resources to enable them to teach all children effectively. We offer training and opportunities to courses, guidance and websites. Some of our TAs have expertise and training on specific intervention and strategies to support them in meeting individual needs.

How will you adapt play opportunities for my child?

All of our classrooms are inclusive and friendly. We aim to teach in ways that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice which supports all children but is vital for those who particularly need it. All of our children have access to the full curriculum and we recognise their achievement and expertise in all areas. As part of normal classroom differentiation, curriculum content can be simplified and made accessible by using visual, tactile and concrete resources.

How will you get ready for my child going to his/her new school?

Transition into and within school: We understand how difficult it is for children and parents as they move into a new class or a new

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school and we do what we can to make transition easier, according to the individual needs of the child. We endeavor to plan ahead to ensure that pupils with additional needs have a successful transition. This includes sharing information in advance, so that the new school or teacher is aware of individual needs and can make their own preparations; this may include securing resources or arranging training for staff. Where appropriate, additional visits are arranged for pupils to visit their new schools or class to familiarise themselves with the environment and get to know key staff. Opportunities to take photographs are also provided. When pupils are moving to secondary schools, a meeting is held between the SENCOs to discuss the needs of each pupil. In addition, meetings may be arranged for parents to meet the SENCO or mentors in the new school.

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

Evaluating the effectiveness of the provision is an ongoing process and is monitored by the SENCO and senior leadership team. We use termly assessment data to review progress against National Curriculum levels. Small step progress against pupils' targets is recorded and reviewed and this is supported by observations made by staff working with the pupils. Learning walks and class observations carried out by the senior leadership team also look at the progress of all pupils.