

Local School Offer

Fieldhead Carr Primary School is a highly inclusive primary school which strives to meet the individual needs of all its learners. We work in partnership with children, parents and other agencies to provide the best possible outcomes for all our children, including those with a range of additional and complex needs. The school's SEN policy and procedures ensure that high expectations, early intervention and appropriate support for all our children is in place to ensure our children reach their full potential.

Those with special education needs and/or disabilities achieve well because the school sharply matches support to their needs.

Ofsted, 2010.

General statement

All provision for SEN pupils is overseen and managed by the Senior Leadership Team (SLT) and is co-ordinated by the Inclusion Manager who is a member of the SLT. The SLT monitor, review and evaluate all SEN provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEN funding is being spent. Funding may for example be spent on additional resources. As an example, the school funds specialist training for staff to support pupils who need additional support.

All our pupils are treated as individuals and as such, class teachers, alongside support staff plan an appropriate curriculum which is differentiated to meet the needs of the individuals using effective teaching and resources. Clear Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs) and Care Plans are put in place and are reviewed regularly. Our school utilises a range of bespoke interventions which are tailored to meet the needs of our children and are developed, reviewed and evaluated to ensure pupils are making maximum progress. Progress, plans, targets and next steps are regularly shared with children and parents.

Parents are integral partners in their child's journey through school and are invited to attend regular parent's evenings and additional review meetings. Where a child has more complex needs, parents are also invited to reviews which may involve other professionals. Parents are invited to request a meeting with the Inclusion Manager or a member of the Inclusion Team should any concerns arise. Our parents are also encouraged to engage in their child's learning in a range of other ways such as supporting their child with their homework, joining family learning classes or utilising resources provided by school to help their child.

Our learning environment is accessible and appropriate for our pupils and is adapted when necessary. The school has two disabled toilets, a hygiene suite, a sensory room, a nurture room and a pupil development centre.

Staff in school are trained and work alongside professionals from outside agencies to develop their skills and knowledge and expertise in specific areas of Special Educational Needs such as Autism. Staff are able to offer a wide range of support and strategies to support inclusion within our school. Our school works alongside a range of outside agencies to maximise learning opportunities and to help pupils reach their full potential. We work regularly with agencies such as SMART, Speech and Language Therapy Educational Psychology, Complex Needs Services, Physiotherapy, Occupational Therapy, CAMHS and Social Care.

The following policies are available and reflect the school's commitment to inclusion, safety and well-being of children:

- Inclusion policy
- Safeguarding/ Child Protection policy
- Behaviour Policy
- Teaching and Learning policy
- Single Equality Scheme and Action Plan
- Anti-Bullying Policy
- Health and Safety Policies
- Freedom of Information and Publication Scheme

If you wish to discuss anything in relation to our school offer please contact a member of our inclusion team.

Frequently asked questions from parents and carers:

What do I do if I think my child may have special educational needs?	<p>Speak with:</p> <ul style="list-style-type: none"> ▪ your child's class teacher ▪ a member of our inclusion team <ul style="list-style-type: none"> ○ Inclusion Manager: Miss Kitchen ○ Inclusion Team Assistant: Miss Duplex ○ Our Learning Mentor: Miss Stevens <p>You can do this by telephoning 0113 2930226.</p>
How will school support my child?	<p>Your child's class teacher will plan and deliver learning opportunities that meet the needs of your child.</p> <p>The class teacher may discuss your child's needs with the Inclusion Team where extra support and/or advice may be needed.</p> <p>Your child may take part in additional small group activities or may receive some individual support.</p> <p>Your child's teacher can provide information in detail about the specific provision and arrangements that are in place for your child. The Inclusion Team are also able to offer this support.</p> <p>The leadership and management of SEN at our school is strong and was recently judged to be outstanding. 'An inclusive, child-centred ethos has been fostered within the school and this, together with the strong teaching and learning grade profile and rigorous quality assurance arrangements, have contributed to a judgement of 'outstanding' in respect of the school's capacity to improve (in terms of its SEN provision and outcomes).'</p> <p style="text-align: right;">Local Authority SEN 'Health Check', 2014</p>
How will the curriculum be matched to my child's needs?	<p>Our curriculum is differentiated to enable access for all our pupils.</p> <p>Our teaching and our learning environments are</p>

	<p>effective to meet the needs of our pupils.</p> <p>We have a graduated approach to assessment and our assessment is of high quality. If a child has specific, complex or general learning needs then they may have an individual education plan (IEP) or an individual behaviour plan (IBP) which outlines specific targets.</p> <p>Your child may work in smaller groups or access 1:1 work with an adult.</p> <p>They may also access additional and specialist resources where necessary.</p>
How will I know how well my child is doing and how will you help me support my child's learning?	<p>In addition to parent consultation meetings with class teachers where the inclusion team are always available for further discussions and support, there will also be other opportunities to share your child's progress and to discuss their needs and their next steps at other SEN review meetings.</p> <p>When outside agencies are working with your child, they report to school how your child is doing. You will receive a copy of these reports with advice how best to support your child.</p> <p>You can be involved in supporting your child's learning at home by working in consultation with the school. This may involve supporting your child with their homework or reinforcing classroom strategies outside of school.</p> <p>Our school offers parents/carers learning events and courses. These are arranged and provided after seeking the views of parents and carers. They offer a range of skills and opportunities.</p>
What support will there be for my child's overall well-being?	<p>Fieldhead Carr prides itself on it's caring and supportive ethos with a strong focus on the social and emotional needs of all our children. The school is able to meet the emotional and social needs of individuals in a range of ways and we ensure that our children have the highest level of pastoral care possible</p> <p>In a recent inspection, the school was considered outstanding for safeguarding. It was noted that our 'systems in school for keeping children safe are simple and uncomplicated. These result in very effective identification of vulnerable children and strong preventative or support strategies being implemented.'</p> <p style="text-align: right;">Local Authority inspection, 2014</p>

	<p>Our school considers safeguarding to be imperative and Child Protection Procedures are adhered to by all staff. All staff working in school are subject to robust vetting procedures. All staff are trained in Child Protection and we have a number of specially trained staff who are Designated Child Protection Officers.</p> <p>Fieldhead Carr has a nurture group called Rainbow Room which supports the social and emotional, alongside behavioural needs of individuals. We also have strong links with outside agencies such as SMART Team and TAMHs.</p> <p>Our Learning Mentor is a part of our Inclusion Team and supports children and families. She is based in 'The Green Room'. The Green Room is a resource which also supports personal, emotional and social growth. It is centrally based and offers a 'home from home' environment. We also have a number of staff who are trained in the Common Assessment Framework (CAF) process.</p> <p>We use positive handling plans (PHP), individual pupil risk assessments (IPRA) and intimate care plans which also help to ensure a child's needs are being met. These plans are devised in close consultation with parents and carers and external agencies.</p>
<p>What specialist services and expertise are available or accessed by the school?</p> <p>What training do staff supporting children with SEND have?</p>	<p>We have excellent, positive relationships with a wide range of outside agencies and external services who are able to provide us with specialist advice.</p> <p>This includes professionals such as educational psychology, complex needs services, Targeted Mental Health Services, SMART Team, Speech and Language Therapists and STARS (Specialist Teachers Autism Response Service) Team.</p>
<p>How will my child be included in activities outside the classroom?</p>	<p>Wherever possible, the school ensures that all activities and school visits are accessible to all pupils including those with additional needs.</p> <p>Sometimes, Individual Pupil Risk Assessments (IPRA) or Care Plans may be used to include specific advice for trips. These are considered on an individual basis.</p>
<p>How accessible is the school?</p>	<p>The school is on three levels and is fully accessible using ramps, lifts and disabled toilets.</p> <p>We work closely with professionals such as occupational therapists to ensure that any specific needs are met within school.</p>
<p>How will the school help my child on transfer to the next phase of education?</p>	<p>Individual transition programmes are designed for pupils with additional needs as they are required. These are</p>

	overseen by the Inclusion Manager and by Key stage Leaders.
How are the school's resources/funding allocated and matched to children's needs?	<p>The school is funded on a national formula. Blocks of £6,000 are allocated depending on the number of children who meet the criteria.</p> <p>The school can apply for a 'top-up' based on a strict criteria if it is felt that a child's needs are above that which can be met through the £6,000 block funding, The school uses the additional funding to meet the specific needs of an individual. In many cases this will help to fund an additional adult to support with learning, to promote independence or to support with medical or care needs.</p>
How are parents involved in the school and how can I be involved?	<p>The school has an 'open door' policy and we welcome parental involvement.</p> <p>Our Governing Body have parent governors who act as a link between the school and all parents.</p> <p>Parents are informed regularly about teaching and learning and other events through regular newsletters, target setting meetings and parent's evenings.</p> <p>We often hold information sessions to show parents how we teach specific things such as phonics. We also have a range of family learning courses taking place in school.</p> <p>Parents are also invited to join a wide range of events such as assemblies, events such as 'Fab Fry-Day', 'Starbucks' Coffee Afternoon, sponsored events etc. These are often fun by our parents' association, Friends of Fieldhead. Parents are also invited to concerts and performances.</p> <p>We also use an SMS text messaging service to contact our parents and share information about events in school.</p> <p>The views of our parents are actively sought through questionnaires.</p>
<p>Who can I contact for further information?</p> <p>a) I am considering applying for a place?</p> <p>b) I wish to discuss something about my child?</p>	<p>Who would be the first point of contact if:</p> <p>a) Contact the school reception (0113 2930226) and arrange an appointment to meet with the Inclusion Manager and the Learning Mentor.</p> <p>b) We provide a tiered system of support. Please contact the school office to make an appointment with:</p> <ol style="list-style-type: none"> 1. Your child's class teacher 2. A member of the Inclusion Team including the Learning Mentor 3. The Deputy Head Teacher 4. The Head Teacher

<p>c) I want other information about other support services?</p> <p>d) I want information about the local authority's local offer?</p>	<p>c) Please contact the school office and ask to speak with a member of the Inclusion Team.</p> <p>d) Please see our website and the link below or contact a member of the Inclusion Team.</p>
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