



We want every child to be happy, caring and successful.

Cedars Primary School Local Offer September 2016

What is the local offer?

A new Special Educational Needs and Disability Code of Practice: 0-25 Years became law in September 2014. Under the new code of practice Cedars Primary School has a responsibility to publish its 'school local offer' - easy to understand information of what is available in school to help children who are disabled and who have a special educational need (SEND).

At Cedars Primary School we aim to:

- identify pupils with special educational needs and disabilities as early as possible and ensure that their needs are met.
- have in place systems whereby teachers are aware of such pupils.
- provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- have high ambitions and expectations for pupils with special educational needs and disabilities.
- be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- ensure all pupils make effective progress and realise their full potential.
- ensure all pupils take a full and active part in school life.

How do we know if children need extra help?

- ✚ Liaison with a child's previous school/early years setting
- ✚ Concerns raised by parents/carers
- ✚ Concerns raised by a child's class teacher or Inclusion Leader relating to attainment or progress in learning.
- ✚ Concerns raised due to behavioural changes or by a lower self-esteem which is affecting performance
- ✚ Liaison with external professionals (e.g. a speech and language therapist)
- ✚ A medical diagnosis

What should you do if you think your child has special educational needs?

- ✚ Speak to your child's class teacher
- ✚ Speak to the Inclusion Leader
- ✚ Speak to the Deputy Head or Head Teacher
- ✚

If you would prefer to write or email then please address your correspondence to any of the above using the school email address.

How will Cedars support a child who has been identified as having Special Educational Needs?

- ✚ By delivering effective 'Quality First Teaching' in the classroom to all children at our school regardless of SEND.
- ✚ By recognising that children with SEND may require additional support.
- ✚ By producing a personalised plan (an Inclusion Passport), developed in conjunction with; parent/carers, the child, the class teacher and other specialists where relevant, to ensure that detailed long and short term Learning Outcomes are agreed and strategies to support these are put in place.
- ✚ By conducting 6-weekly reviews of progress to monitor the effectiveness of the plans and the progress of the children.

Additional support may include some of the following examples;

- ✚ Clear routines which are discussed with the child each day but that are also specific to certain times of the day.
- ✚ Deployment of additional adults.
- ✚ Pre and post teaching of vocabulary and topics.
- ✚ Extra tutoring if needed.
- ✚ Use of specific commercial intervention programmes e.g. Time to Talk.

How will the curriculum be matched to the child who needs extra support?

- ✚ At the beginning of each year, teachers look closely at information on the needs of individual pupils.
- ✚ The teacher plans the learning within the school's curriculum to ensure that all pupils are able to make progress, including those children with SEND.
- ✚ Cedars planning shows clear differentiation in all subjects to ensure that work can be accessed by all children dependent of academic stage not age.
- ✚ Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs, teachers may use simplified language and/or pictures to support them to understand new vocabulary.
- ✚ Where appropriate vocabulary may be pre-taught or additional support will be given to a child on a 1:1 basis.
- ✚ Other actions may also be considered and depend on the needs of the individual child; support for behaviour, support for health needs, grouping of pupils, specific individual support, specialist teaching groups, support for communication needs are a few further example.

How will Cedars and the parent/carer know how the child is doing AND how will Cedars help the parent/carers to support the child's learning?

- ✚ Your child's progress can be discussed informally at any point throughout the year, simply contact the school office to make an appointment with the relevant member of staff.
- ✚ The progress of all children is monitored by the Head Teacher, the Senior Leadership Team and the Governors on a termly basis and the Inclusion Leader specifically looks at progress made by children on the SEND list.
- ✚ Pupil progress meetings are held in school termly and at these, the class teacher, the Key Stage Leader and the Inclusion Leader ensure that children are on track to meet their targets.

- ✚ Two parents' evenings, one in October and one in March, give the class teacher and the parents/carers the opportunity to review progress, share targets and deal with any other issues or concerns.
- ✚ For children with SEND, the class teacher will report on progress made towards their targets at additional termly review meetings with parents/carers.
- ✚ Children with complex SEND or who have a Statement of SEND or an Education, Health and Care Plan (EHC) plan will have an annual meeting which will include all specialist providers involved, to discuss your child's progress and a report will be written.
- ✚ Each child has a home/school communications book and we strongly encourage parents to use this on a day to day basis to liaise with the class teacher.
- ✚ We also hold workshops for Parents on various aspects of the curriculum and we are also happy to provide parents/carers with additional advice and support on how to help at home with any particular aspect of parenting, e.g. managing behaviour at home.

What support is offered to ensure the well-being of children that require extra help or have SEND?

The well-being of all of our pupils is our primary concern at Cedars.

- ✚ Children are supported with their social and emotional development throughout the school day, through the curriculum and in extra-curricular activities.
- ✚ Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.
- ✚ Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need. Some children in Key Stage 1 attend our Lighthouse for up to 75% of their timetable where structured specialist support in a secure and highly pastoral environment is delivered.
- ✚ Our Attitudes and Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood by all staff and is relevant to all children, though it may be adapted to meet the needs of some SEND children where appropriate.
- ✚ We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- ✚ Relevant staff are trained to support medical needs and in some cases all staff receive training.
- ✚ We have a medical policy in place which ensures that the needs of children with medical conditions are supported
- ✚ Pupils' views are sought through school council and other forums and these views are acted upon so that children see the importance of their voice in the development of our happy, caring and successful school.

What specialist services and expertise are available at, or accessed by, Cedars.

Advice can be sought from and referrals can be made to MK Specialist Teachers:

- ✚ Behaviour support
- ✚ Social Communication
- ✚ Cognitive and Learning
- ✚ Hearing Impaired
- ✚ Sight Impaired

External Agencies:

- ✚ Speech and Language
- ✚ Occupational Therapy
- ✚ Physiotherapy

- ✚ School Nurse
- ✚ Educational Psychologist
- ✚ Charity organisations/support groups

What training are the staff having or going to have to support children with SEND?

- ✚ The Inclusion Leader's job is to support and advise the class teacher in planning the provision for children with SEND.
- ✚ The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
- ✚ Regular whole staff training is used to disseminate knowledge, strategies and experience to staff and this helps ensure consistency of the schools approach for children with SEND
- ✚ Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Specialist Teacher team, or medical/health training to support staff implementing care plans.
- ✚ All our teachers hold qualified teacher status and all staff members, including Teaching Assistants and Higher Level Teaching Assistants, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs.

How will children with SEND be included in activities outside the classroom including school trips?

- ✚ Children with SEND are encouraged to participate in all school activities. For example, they are allocated responsibilities around the school on an equal basis and may join the School's Council and become mentors to other pupils.
- ✚ Access to after school clubs is provided as a right and support is given by trained activity leaders to ensure their inclusion.
- ✚ We make it a requirement that any independent provider of after-school clubs must cater for pupils with SEND.
- ✚ School trips are accompanied by a high ratio of adults to children. Specialist transport is engaged if necessary. Parents/carers are invited to accompany school trips and may be asked to plan visits with school staff.

How accessible is Cedars?

- ✚ We have a whole school Accessibility Plan
- ✚ The school has a lift at the front entrance of the school for wheelchair access and the remainder of the school site, including the playground is wheelchair accessible.
- ✚ There are two disabled toilets large enough to accommodate changing.
- ✚ There are blinds in every room, along with lighting which assists children with vision difficulties
- ✚ Steps and possible hazards in the outside have been highlighted with yellow paint
- ✚ We can create individual workstations for children if needed.
- ✚ We liaise with EMAS (Ethnic minority Achievement Service) who assist us in supporting our families with English as an additional language.

How will Cedars prepare and support children who need extra help or children with SEND to join the school, transfer to a new school or move onto their secondary education?

Careful consideration is given to preparing pupils with SEND for transition at all stages.

For children joining Cedars

- ✚ Initial contact is made, where relevant, with the setting previously attended and with the parents, as soon as we are notified that a child is transferring into our school.
- ✚ For children joining our Early Years setting, we organise a home visit, a visit to the child's current setting or a coffee morning at Cedars with the relevant people (class teacher, SENCO, Key Stage Leader e.t.c.) to discuss transition and any related concerns.
- ✚ We encourage new children to visit the school prior to starting so that they can meet their 'buddy' and be shown around the school. For children with SEND we would encourage further visits as necessary, to assist with the acclimatisation of the new surroundings.

Pupils changing classes or moving to another school

- ✚ Teachers liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move.
- ✚ Pupils will have a 'transition day' in their new class providing an opportunity to meet the new class teacher and new class friends.
- ✚ An individual 'transition plan' will be created for specific children if needed.

The move to Secondary School

- ✚ In Year 5, the transfer options for secondary school are explained to parents/carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference.
- ✚ Teachers and the Inclusion Leader will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise.
- ✚ We arrange transition visits to our 'feeder' secondary school, Ousedale Secondary school, and they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- ✚ If your child has complex needs or a SEND Statement or EHC Plan the annual review before change of school will be used as a transition meeting during which staff from both schools are invited to attend.

How are Cedars resources allocated and matched to children with SEND?

- ✚ The school budget, received from Milton Keynes Council, includes money for supporting children with SEN.
- ✚ The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- ✚ The Head Teacher, Deputy Head and the Inclusion Leader discuss all the information they have about SEN in the school, including the children already getting extra support, the children needing extra support and the children who have been identified as not making as much progress as would be expected, along with the resources which will be needed and they decide what resources/training and support is needed.
- ✚ All resources, training and support are reviewed regularly and changes made as needed.

Who can a parent/carer contact for further information at Cedars?

Any questions regarding the content of this offer, about your own child's provision or any concerns you wish to raise about SEND at Cedars should be addressed to the Head Teacher, Mrs Lisa Munday or in her absence, the Deputy Head, Mrs Katie Morlidge or the Inclusion Manager, Mrs Nicola Roncone.

Specific questions relating to the Lighthouse provision should be directed to Mr Cavan Meehan , the Personal and Pastoral Manager.

Contact Numbers:

School telephone: 01908 610561

School Email: cedarsprimary@milton-keynes.gov.uk

School Website: www.cedars.milton-keynes.sch.uk

Further Support;

- ✚ Milton Keynes Council website
<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning>
- ✚ Newport Pagnell Medical Centre, Queens Avenue, Newport Pagnell, Bucks MK16 8QT
Telephone: 01908 611767
- ✚ Health Visitors: 01908 619909
- ✚ District Nurses: 01908 619913
- ✚ Newport Pagnell Library 01908 610933
- ✚ Parent Support Team: parent.support@milton-keynes.gov.uk
Telephone: 01908 252377
- ✚ Families Information Service: free and impartial information about childcare and young peoples services across Milton Keynes www.milton-keynes.gov.uk/childcare
Freephone 0800 0350335
- ✚ Milton Keynes Parent Partnership: provides independent information, advice and support to the parents of children who have SEND. www.mkparents.org
- ✚ Parentline plus: www.parentlineplus.org.uk
Telephone: 0808 8002222
- ✚ Relate: 01908 310010 and Relate for Parents and Families: www.relateforparents.org.uk
- ✚ Dad Talk - an online community for dads: www.dadtalk.co.uk
- ✚ Gingerbread: support services, training and learning opportunities and a campaign voice for single parents
Telephone: 0808 8020925
- ✚ Young Minds Parents' Helpline: free and confidential support for anyone worried about the emotional problems or behaviour of a child or young person
0808 8025544
- ✚ Bullying: Help and advice for victims of bullying and parents www.bullying.co.uk