



TRAFALGAR COMMUNITY INFANT SCHOOL LOCAL OFFER

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25 years.

This is called the Local Offer.

This leaflet tells you a bit more about Trafalgar Community Infant School's Local Offer and how we can support your child in order to reach their full potential.

WHAT IS THE LOCAL OFFER?

The intention of the Local Offer is to improve choice and transparency for families.

The Local Offer must include information about the provision the local authority expects to be available for children and young people with special educational needs and disabilities (SEND) regardless of whether or not they have Education Health Care (EHC) Plans.

TRAFALGAR COMMUNITY INFANT SCHOOL'S LOCAL OFFER

How will the school know if children need extra help and what should parents/carers do if they think their child may have special educational needs and Disabilities (SEND)?

- We have a system of rigorous on-going monitoring and regular assessments that track individual pupil progress and identifies next steps.
- Observations and assessments are carried out by relevant staff at the school and by external agencies where required.
- Information gathered from previous schools or pre-schools, as well as from parents/carers, teachers and outside agencies is used to inform and determine each child's specific needs.
- Close communication between the school/pre-school/parents/carers and outside agencies is vital to our approach and we value and welcome others' opinions and concerns.
- If you think your child may have special educational needs, you should speak to the class teacher.

How will staff at the school support children with special educational needs and disabilities (SEND)?

- Your child will be supported by the class teacher and other members of the team working in that particular year group.
- Your child's education programme will be planned by the class teacher in partnership with the
- Inclusion Leader and in consultation with parents/carers.
- In all year groups class teachers, teaching assistants and members of the inclusion team work
- alongside each other and with your child to ensure that planned intervention programmes and
- support is carried out.
- The school has a designated SEND Governor who is involved with SEND issues and developments
- across the whole school and who reports termly to the Governing Body on the progress of SEND
- children.
- The Inclusion Leader and the Headteacher monitor the effectiveness of SEND interventions and use
- this information when planning additional support.

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

- Following on-going monitoring and regular assessments all work is appropriately differentiated to
- match each child's specific needs.
- Regular meetings to review children's progress ensure that the individual needs of all children are
- met.

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

- Regular meetings are set up between the parent/carer, class teacher and the Inclusion Leader.
- Termly review of school support plans.
- An open door policy where parents/carers can discuss progress/issues/concerns with the class
- teacher and other staff.
- A range of communication links which may include home/school contact book, Parentmail, class and school newsletters.
- Open days.
- Parent consultation evenings and an annual written report.
- A range of Information is provided to support parents/carers in helping their children learn e.g.: booklets relating to phonics, reading, writing and number. Information is also on the school website.
- Parent/carer information evenings to enable parents/carers to become more directly involved in their children's learning.

What support will there be for my child's overall well-being?

- Staff members trained in first aid.
- All staff receive annual safeguarding training and we have three senior staff members who are Designated Safeguarding Leads and two safeguarding Governors.
- An experienced Inclusion Leader /SENCo who has completed appropriate training.
- Emotional Literacy Teaching Assistant (ELSA)
- Family Support Worker
- Art Therapist
- Visits from Reading Dog and Therapy Dog
- School has well established policies and practices in relation to managing behaviour, dealing with bullying, encouraging racial acceptance etc.
- External support from outside agencies including Learning and Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy Team, Physiotherapy, Occupational Therapy, School Nurses, Early Help etc
- Children's views are also sought and included in the decision making process.
- Children's views can also be shared via the School Council, the Learning Council and through pupil conferencing.

What specialist services and expertise are available at or accessed by the school?

When a specific need is identified specialist services and expertise may be accessed through:

- Alternative Provision College (APC)
- Child and Adolescent Mental Health Service (CAMHS)
- Child Development Centre (CDC)
- Early Help
- Educational Psychology Service (EPS)
- Ethnic Minority Advisory Team
- School Family Support Worker
- Learning and Behaviour Advisory Team (LBAT)
- Autism and Social Communication Team (ASCT)
- Occupational Therapy
- Physiotherapy
- School Nurses
- Sensory Support (Hearing and Visual Support)
- Social & Caring Services
- Speech & Language Therapy

And any other appropriate agencies that may be currently available.

What training have the staff supporting children with Special Educational Needs and Disabilities had or are currently having?

- Experienced Inclusion Leader who has completed appropriate training.
- Staff are trained in the delivery of a variety of interventions to meet a wide range of individual needs, including behaviour, social communication, speech and language.

- Key staff have been trained in the use of physical restraint.
- Future staff training will be based on the needs of individual children.

How will my child be included in activities outside the classroom including school trips?

- All off-site visits require parental permission and full risk assessments are carried out.
- All risk assessments are overseen by the Educational Visits Co-ordinator and approved by the co-Headteachers.
- Parents/carers are informed of all off-site and outdoor learning events and their views are actively sought.
- Parents/carers may, on occasion, be invited to attend off-site activities.

How accessible is the school environment?

- Accessible toilet.
- Some areas of the school are accessible for wheelchair users.
- Where necessary the school will engage the support of outside specialist services to support communication with parents/carers whose first language is not English.
- The acquisition of specialist equipment and facilities will be negotiated with the Local Authority.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Pre-school liaison meetings between school, parents/carers, pre-school settings and, if appropriate, outside agencies.
- Visits to the school for parents/carers and new pupils.
- Carefully planned transition between key stages.
- Additional visits to new school for SEND or vulnerable pupils.
- Transition meetings held between the inclusion Leader, current class teacher and staff at new school.

How are the school's resources allocated and matched to children's special educational needs?

- Resources, including additional staff, are allocated in accordance with the specific needs of children at the school at any given time.

How is the decision made about what type and how much support my child will receive?

- The results of rigorous on-going monitoring and regular assessments as well as observations and assessments carried out by specialist staff and outside agencies will be carefully scrutinised by the class teacher and the Inclusion Leader.
- Parents/carers will also be consulted.
- The class teacher and the Inclusion Leader will then make the decision about what type and how much support a child should receive, using a graduated response of Assess, Plan, Do, Review.
- A School Support Plan (Gold Plan) may be written in co-production with the parents/carers and, if appropriate, the child.

- The impact of that support will be monitored through careful evaluation of any interventions and the continued monitoring and assessment of each individual child.

How are parents/carers involved in the school?

- Decisions about the day to day organisation and management of the school are made by the Co-Headteachers in consultation with senior staff.
- Parental surveys are carried out annually and parents/carers are encouraged to make use of the Ofsted Parent View website.
- In specific cases the views of individual parents/carers or groups of parents/carers may also be sought.
- Parents/carers are actively encouraged to make use of our 'Open Door' policy.
- Parents/carers are kept up to date with school events via Parentmail and newsletters.
- All parents/carers automatically become members of the Friends of Trafalgar School (FTS) and are encouraged to support the Friends' Committee and become involved in fundraising and social events.
- Parent volunteers are actively encouraged. A DBS will be required.

Who can I contact for further information?

- A parent's first point of contact would normally be the class teacher.
- Any serious concerns should be raised with either the Inclusion Leader, the co-Headteachers or other member of the Senior Leadership Team.
- The Inclusion Leader and other specialist staff including class learning assistants and learning support assistants may also be involved in your child's education.
- When considering a place at this school prospective parents/carers are invited to visit the school to meet with the Headteacher and, if appropriate, the Inclusion Leader.
- The school website also contains useful information.
- For further information about children and young people with Special Educational Needs and Disabilities in the Horsham area, have a look at the West Sussex Local Offer:
<https://westsussex.local-offer.org/>
- More advice for parent and carers from West Sussex:
<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/>
<https://www.reachingfamilies.org.uk/>
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