



Local Minimum Offer



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HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Nansen, children are identified as having SEN (Special Educational Needs) through a variety of ways including the following:

- Liaison with Infant school/previous school
- Children in Nursery are screened using 'Development Matters in the Early Years Foundation Stage' assessment profile.
- Child performing below age expected levels
- Concerns raised by Parent/Carer
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies (for example, Educational Psychology Service, Pupil and School Support and Speech and Language Therapy, among others)
- Health diagnosis through paediatrician
- SEN audit assessments (annually).

HOW WILL I RAISE ANY CONCERNS THAT I HAVE?

Share them with us!

Firstly, contact your child's class teacher who may refer you to the SENCo (Special Educational Needs Co-ordinator). The SENCo will be able to provide information and possible options in relation to any concerns and support available. • At Nansen, the SENCo is currently Mrs L McDonald, one of the Assistant Head Teachers.

HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN AND CO-ORDINATE ANY WORK WITH MY CHILD AND HOW OFTEN?

- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND (Special Educational Needs and/or Disabilities) in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group.
- The regularity of these sessions will be shared with parents/carers as and when appropriate.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information, the SENCo is available to discuss support in more detail. Especially in the case where there is a need for additional support or multi-agency involvement.
- In some cases, the SENCo will initiate contact with parents/carers and have face to face meetings to offer the necessary guidance and support.

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HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCo reports to the Governors regularly to inform them about the progress of children with SEND. Reporting does not refer to individual children and confidentiality is maintained at all times.
- A designated Governor is responsible for SEN and meets regularly with the SENCo. They also report back to the Governing Body to keep all informed of developments and progress.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- The school leadership team monitor classroom practice as an ongoing measure to ensure that work within class is pitched at an appropriate level so that all children are able to access learning according to their specific needs and that marking and assessment is reviewed to ensure that pupils receive good levels of guidance and support for the best outcomes.
- In a typical lesson, there may be three different levels of work set for the class. However, on occasions this needs to be individually differentiated or pitched for appropriate challenge, so that all children, regardless of their abilities, are able to learn and make progress at the level suitable to them.

HOW WILL I KNOW HOW MY CHILD IS PROGRESSING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo and discuss your child's learning and progress. We can offer advice and practical ways that you can help your child beyond the school day.
- We believe that your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We can set up a home/school link book when appropriate, which your child may bring home regularly so that comments from parents/carers and teacher can be shared and responded to when needed.
- If your child is on the SEN register they will usually have an Individual Target Plan (ITP) which will have individual/group targets to support their progress, depending on their need. This is reviewed and discussed in detail on a termly basis and parents/carers are encouraged to contribute to the process, receiving a copy of the ITP following each review. SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets are set, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be CRISP assessed (Criteria for

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Special Provision assessment) by the SENCo and a professional from a specialised outside agency. This may lead to a Support Plan or an EHC (Education Health and Care) plan – formerly the Statement of SEN) which means that a multi-agency meeting takes place to discuss your child's progress, needs and which agency is responsible for particular key areas in the plan. We offer a co-ordinated approach and the assurance that the parent/carer is informed and included in a timely and appropriate manner.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in the Early Years Foundation Stage through to Year 6, using a variety of different methods. These include reading and spelling ages and age related expectations in accordance with the National Curriculum.
- Children who are not making expected progress are picked up through Pupil Progress Meetings and progress tracking data analysis.
- A range of formal and informal meetings will take place to identify why individual children are experiencing difficulty and what further support or interventions might be given to aid their progression. Parents/carers are involved and updated as and when relevant. Where external agencies are involved, parents/carers who agree to their involvement are kept up to date with developments regularly.
- When the child's ITP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make the desired progress.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school. We welcome and celebrate diversity and equality of opportunity. We offer a caring, understanding environment with a nurturing ethos which puts the importance of self-esteem and well-being at the heart of our organisation.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, making this the parents' first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and guidance. This may involve the offer of engagement with outside agencies such as Health, Pupil and School Support, Education Psychology to name but a few.
- The school also has an Inclusion Team who work under the direction of the SENCo, with children who have a range of specific needs, whether that is academic, emotional, medical and so on.

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HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site. (Available on request).
- Parents/carers need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- Parents and carers are required to make arrangements to administer medication either side of the school day. In the event that a course of medication has to be given during the day, parents/carers arrange a suitable time to give the medication which causes least disruption to the child's learning and progress.
- As staff we have regular training and updates relating to a range of conditions, such as Asthma, Allergies etc and the medication affecting individual children, so that all members of staff are able to manage medical situations. In some cases, members of staff are specially trained to administer specific medication on a regular basis, when an appropriate need arises. For example, insulin injections or pumps, epilepsy medication, asthma (blue) inhalers and Epi-pens.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties, an Individual Behaviour Plan (IBP) is created to identify the specific issues, put relevant support in place and set targets. Parents/carers and the child are involved in this process. Following a behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident might have happened and what the child might do differently in future so that such an incident does not occur.
- Behaviour is reviewed as an ongoing measure by the Inclusion team so that needs can be identified and interventions can be implemented.
- Attendance of every child is monitored on a daily basis and lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a Rights Respecting school where we value and celebrate each child being able to express their views on all aspects of school life.
- Children who have ITPs (Individual Target Plans) are involved in reviewing their targets with their class teacher at a relevant and appropriate level to them.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a concern.
- If your child has an EHC plan, their views will be sought before any review meetings.

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WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our experienced SENCo is fully qualified and accredited.
- As a school, we work closely with any external agencies that are relevant to individual children's needs within our school including: COBS (City of Birmingham Schools, formerly known as BSS or Behaviour and School Support), a range of health professionals from the school nurse service, to more specialised nursing teams, CAMHS (Children and Adult Mental Health Services), paediatricians, clinical psychologists, speech & language therapists; occupational therapists; social services including social workers, as well as (EP) Educational Psychology Service, (CAT) Communication and Autism Team professionals and (PSS) Pupil and School Support, and more.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- Training is keenly provided for colleagues who are supporting children with significant and specific needs. Typical examples may be training to support learners with visual, hearing or physical needs. We also provide training on a whole staff level on themes such as 'autism awareness' and 'positive handling and restraint'. Continued Professional Development of all staff is logged and audited as part of the whole school development cycle.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING EDUCATIONAL VISITS?

- All children are included in all parts of the school curriculum wherever possible and appropriate. Our aim is for all children to be included on educational visits. We provide the reasonable, necessary and appropriate support to ensure that this is achievable.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety is planned for and that all hazards and needs are carefully considered. On occasion, it may not be possible to make the reasonable adjustments necessary for a child to take part due to safety reasons. Whilst this is highly unlikely, every care will be taken to provide the child with an appropriate alternative opportunity to cover the same curriculum areas where possible.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- We have an up to date Accessibility Plan (valid from Autumn 2015 to Autumn 2018) which outlines our commitment to statutory requirements in relation to accessibility.
- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. We also have a lift to support non-stair users with access to the first floor areas.
- We have a range of staff who are fluent in a number of relevant languages to support our families with English as an additional language. We also have access to interpreting agencies where necessary.

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HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting. The visit will usually involve a senior member of staff to discuss any details which will assist the child in their transition, so that they settle in to school life quickly and confidently. They will also have an opportunity to be shown around the school. For children with SEND we would encourage further visits if necessary, to assist with the acclimatisation of the new surroundings. We would also visit them in their current setting where possible and appropriate.
- We offer a range of supportive strategies including 'social stories' to assist children when transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we offer and arrange additional visits. At our 'feeder' secondary school, Rockwood Academy, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- Information sharing between previous and future setting is also a vital part of the transfer process, in order to avoid any disruption to the child's well-being, learning and progress. We liaise closely with colleagues when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, it is likely that a meeting will be arranged with both schools and relevant outside agencies to ensure that transition is as successful as possible.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds and resources available.
- We have a team of inclusion practitioners consisting of teachers, teaching assistants and learning mentors who are funded from the SEN budget and deliver programmes designed to meet children's needs on both an individual and group basis.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. This may involve additional staff, but not in every case and not necessarily all of the time. Decisions relating to resources and provision are carefully assessed according to the CRISP criteria and other review procedures, which are shared with parents/carers as part of the cycle of review.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.

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- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents/carers and relevant professionals.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

Impact of intervention is measured in some of the following ways:

- When reviewing child's targets on ITPs we see that they are being met.
- We see that the child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels (individual pupil academic progress data).
- Verbal feedback from the teacher, parent/carer and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress are when they are assessed as no longer needing additional support.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Your first point of contact is your child's class teacher to whom you share your concerns.
- This may lead to a meeting with our SENCo, or someone from the Inclusion team, depending on the nature of the concern. To contact the SENCo directly, please call the main school number and ask to be put through to the SENCo (Tel: 0121 464 5760).
- Refer to Nansen's SEN policy on our official website.
- Contact: SEND Information and Advice and Support Service (SENDIASS) who can offer you impartial advice on complex issues (Tel: 0121 303 5004).

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Contact the School Administration Office to arrange a phone call or to meet a senior member of staff who will discuss our offer in relation to your child.

WHERE IS THE LOCAL AUTHORITIES LOCAL OFFER PUBLISHED?

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send

Nansen Local Offer			
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