

**Bedford Local Offer template for settings,  
schools and colleges**

<b>Name of School/College/Setting</b>	<b>Great Denham Primary School</b>
<b>Type of setting</b>	<b>Pre-School &amp; School</b>
<b>Name of SENCO</b>	<b>Mrs Anna Spyropoulos</b>
<b>Address</b>	<b>Greenkeepers Road, Great Denham MK40 4GG</b>
<b>Phone Number of SENCO</b>	<b>01234 266245</b>
<b>Fax Number</b>	<b>n/a</b>
<b>Email of SENCO</b>	<b>anna.spyropoulos@greatdenhamprimary.beds.sch.uk</b>
<b>Website</b>	<b>www.greatdenhamprimary.org.uk</b>
<b>Link to SEN Information Report</b>	
<b>Link to SEN page of schools website</b>	<b>www.greatdenhamprimary.org.uk/about-us/special-educational-needs.aspx</b>
<b>Information Attached</b>	<b>Yes/No</b>

**School's Inclusion/Mission statement**

At Great Denham Primary School we are dedicated to putting the family at the heart of our school and community. To this end we are committed to providing a holistic approach that meets the needs of all our pupils and their families.

**1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

*What opportunities are there for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college e.g. a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?*

**HOW WILL I KNOW HOW MY CHILD IS DOING 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?**

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. Parents are welcomed into school.
- We believe that your child's education should be a partnership between parents and teachers; so we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate a home / school link planner which your child will bring home daily so that comments from parents and teacher can be shared and responded to when needed. This can be particularly useful for effective communication, for example if there has been a stressful or anxious start to the day at home, or to celebrate successes.
- If your child is on the SEN list they will have an IEP. This contains information about how we will be supporting your child in the school and how you can support them at home. These documents are discussed and agreed in termly scheduled meetings with parents.
- In addition, if your child has an EHCP or Statement of SEN, a formal meeting will take place once a year with parents, local authority representative and external agencies to discuss your child's progress and a report will be written to summarise the meeting and recommend any changes to the plan or statement itself.

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

As a school we measure children's progress in learning against the new national expectations as outlined in the new National Curriculum (2014) for years 1-6, and through age related expectations in the EYFS.

Through both on-going, continuous assessment and more formal half-termly progress checks, progress is formally measured 3 times a year, noting areas of improvement and where further support is needed. As a school, we track children's progress from entry at Reception against the EYFS expectations through to Year 6, using a variety of different methods in line with the new assessment requirements.

Children who are not making expected progress are picked up through assessment point meetings (Pupil Progress Meetings) with the class teacher, SENCo and our assessment lead. In these meetings a discussion takes place considering any difficulties individual children are experiencing, and what further support can be given to aid their progression. Termly review meetings take place for children who have IEPs where progress is discussed and reviewed. At these times alternative support strategies can be considered.

## 2. How accessible is the setting / school / college environment?

*Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?*

## HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is fully wheelchair accessible with 5 disabled toilets large enough to accommodate changing and an accessible shower.
- The school teaching accommodation is on one level.
- There is disabled car parking.
- When we communicate with parents whose first language is not English we use staff within the school to interpret, as well as making use of professional Borough translators and signers etc.

## 3. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

*How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?*

At Great Denham Primary School students are identified as having SEN through a variety of ways including the following:

- Liaison with nursery schools/previous school
- Identification of children performing at below age expected levels
- Concerns raised by parents
- Concerns raised by teachers - if, for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician
- Standardised intake assessments

## 4. How will early years setting / school / college staff support my child/young person?

*Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?*

**HOW WILL SCHOOL SUPPORT MY CHILD?****WHO WILL OVERSEE, PLAN, 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 plan and oversee work for each child with SEN in their class to ensure that progress is maximised in every area.
- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group.

**WHO WILL EXPLAIN THIS TO ME?**

- The class teacher or SENCo will meet with parents once a term to discuss and review any support needs.

**HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

- The Head Teacher reports to the Governors every term to inform them about the progress of students with SEN; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is specifically responsible for SEN and there is a dedicated team of governors that meets regularly.
- 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.

**5. How will the curriculum be matched to my child's/young person's needs?**

*What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?*

**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?**

- In Reception we allow children time to settle in to school, but through the EYFS- a comprehensive set of developmentally graded milestones we can quickly identify where children may need extra support or experiences to make age related expectations by the end of their time in Reception.
- All work in the classroom is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Teachers and support staff will use the IEPs to inform their planning for each lesson.
- In each session the work will be differentiated carefully according to the individual needs in the class. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

**6. What support will there be for my child's/young person's overall well-being?**

*What is the pastoral, medical and social support available in the setting / school / college for children with SEN? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?*

**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 a very inclusive school. We welcome and celebrate diversity. As a staff we believe passionately in our wonderfully stimulating immersive curriculum that is great fun and personalised, which creates maximum enjoyment for all children as they work. This curriculum is crucial to promoting high self-esteem and in turn supports the well being of everyone. We have an experienced, caring, supportive and understanding team looking after our students.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in his or her class; therefore this would be the parents' first point of contact. If further support is required the teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has a Family Support Worker who will work with vulnerable children and their families and liaise with External Agencies where appropriate.
- We are lucky to have a drama therapist on staff that works therapeutically with children identified as having support needs as appropriate.

#### **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.
- Parents need to contact the office staff if medication is recommended by Health Professionals to be taken during the school day and fill in a form.
- On a day-to-day basis the medicines coordinator (a trained First Aider) will oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

#### **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 behaviour system that is followed by all staff and students.
- The school's Inclusion Team meets on a weekly basis to discuss individual students who need a variety of support to access the full curriculum.
- The Head teacher monitors attendance of every student on a daily basis. Lateness and absence are recorded and analysed to ensure that support is directed to students and families where needed. The Family Support Worker will work with families to promote good attendance.

#### **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- We are very supportive of Student Voice where we value children having opportunities to express their views on all aspects of school life. This is usually carried out through the School Council, which meets regularly to discuss issues identified by the students in school. There are also opportunities to participate in Eco-Club and Safety Squad and the chance to be a Head of Family, Prefect or Librarian.
- Children with SEN are involved in the creation of their IEP, which will allow them to share their views on all aspects of their learning needs.
- If your child has an EHCP or Statement of SEN their views will be sought before any annual review meetings.

#### **7. What specialist services and expertise are available at or accessed by the setting / school / college?**

*Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?*

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

- SENCo
- Sensory Circuits (daily)
- Music Therapy
- Drama Therapy
- Play Therapy
- Specialist TA for Autistic Spectrum Conditions

- A specialist teacher for Dyslexia
- Family Support Worker- helping vulnerable children and their families access school in the most positive way possible
- Education Welfare Officer
- Autistic Advisory Support Team
- As a school we work closely with any external agencies that are relevant to individual student's needs within our school including: Educational Psychologists, Behaviour Intervention; Health including – GPs, School Nurse, Hemihelp Paediatricians, Speech & Language therapists; social services, Hearing and Sensory impairment Team, AdoptionPlus, Visual Impairment Team.

**8. How will my child/young person be included in activities outside the classroom including school trips?**

*Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?*

**HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

**9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?**

*What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?*

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

- Transition meetings with local nurseries and preschools inform us of the needs and support that your child requires.
- For children with SEN we encourage visits to assist with familiarisation to new surroundings. We would also visit them in their current setting if possible.
- If your child has complex needs or an EHCP or Statement of Special Educational Need then the SENCo will attend a review meeting in nursery, preschool or school. This will help to inform and aid planning and preparation for successful transition.
- We would also encourage attendance at our series of information/ experience days including "Stay and Play" and Transfer days. To support the transition of the most vulnerable students we offer additional sessions if required.
- We liaise closely with Staff when receiving students and transferring them to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

**10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?**

*How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / colleges special educational needs budget allocated?*

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

- We ensure that the needs of all students who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a large team of TAs who are funded from the SEN budget and support children on a 1 to 1 basis.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

## **11. How are parents involved in the setting / school / college? How can I be involved?**

*Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.*

## **HOW AS A PARENT CAN I BE INVOLVED?**

- We have a regular Parent Forum, which meets to discuss key issues, and help the school make informed decisions.
- We have an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- There are parent consultation meetings held at key points in the academic year where you are able to discuss your child with their class teacher or other key members of staff.
- Parents are able to join the Friends of Great Denham group which fund raises and organises family fun sessions throughout the school year.

## **12. How are children and young people included in the planning for their support and provision?**

*How do you involve my child in planning what their education provision and support looks like? How are children and young people supported to ensure that their voice is heard?*

## **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- We value and celebrate children being able to express their views on all aspects of school life. This is usually carried out through the School Council and the school "Family" system. This allows for regular discussion and promotes decision making on key areas, including appointment of staff, school dinner menus and colour schemes for the school toilets.
- Children are involved in the creation of IEPs, ensuring that their personal perspective about their learning needs is included.
- If your child has an EHCP or Statement of SEN their views will be sought before any annual review meetings.

## **13. Who can I contact for further information?**

*Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer*

## **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- First point of contact would be your child's teacher to share your concerns.
- If you need further support then contact our SENCo Anna Spyropoulos.
- For more detailed information view our SEN policy on the school website.
- Contact Parent Partnership.
- There is a link to the local authority's offer on our school website.

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

- Contact the school office to arrange to meet the Head Teacher Mrs Denise Burgess. Mrs Anna Spyropoulos Deputy Head and SENCo can be involved in any discussions about how the school could meet your child's needs.

<b>Are you a school specifically supporting people with:</b>	<b>Please Tick</b>
Autistic Spectrum Conditions	<b>Yes</b>
Communication Impairment	<b>Yes</b>
Hearing Impairment	<b>Yes</b>
Learning Disability	<b>Yes</b>
Mental Health Conditions	
Visual Impairment	<b>Yes</b>
Physical Impairment	<b>Yes</b>
Other (please specify) Medical Needs	<b>Yes</b>

**Database Permissions**

In line with the Data Protection Act (1998), your consent is required in order to ensure that your information can be shared with the public and professionals.

**I consent to you making available the information I have supplied in the following ways:**  
*(please tick)*

In writing and on the telephone	Y
On the internet	Y

Data Protection: All SEN information will be kept strictly confidential and used only by Bedford Borough Council and partner agencies. You have the right to ask for a copy of any data we store about you by contacting us in writing.

**Once completed please return this form directly to us. Thank you for taking the time to complete this form. Please return to [localoffer@bedford.gov.uk](mailto:localoffer@bedford.gov.uk)**

**Please attach any leaflets you provide or additional information for parents and young people.**

If you have any questions about any part of this form please contact us:

Email [localoffer@bedford.gov.uk](mailto:localoffer@bedford.gov.uk)  
Telephone 01234 276884  
Fax 01234 228306

We would prefer you to return this form electronically, however if you wish to print out this form and return it in the post our address is:

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