

LOCAL OFFER– THE POINTER SCHOOL: 2019–20

Type of school
Non-maintained mainstream private school. Admissions made via application to the Head Teacher.

The Pointer School wants to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The school aims to be as inclusive as possible, with the needs of pupils with a Special Educational Need and or disabilities being met in our setting where possible.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

http://www.royalgreenwich.gov.uk/downloads/download/551/local_offer_for_children_with_special_educational_needs_and_disabilities

2) The school SEND Policy, which can be accessed on request from the school office.

3) The school PSHE Policy which can be accessed on request from the school office.

4) The school anti bullying policy, which can be accessed on request from the school office.

5) The school accessibility plan, which can be accessed on request from the school office.

WHO SUPPORTS CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL?

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p>	<p>Class teacher</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. • Writing Learning Plans, also sometimes called Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p style="text-align: right;"><i>You can contact your child's class teacher by email, or by booking an appointment to meet with them.</i></p>

	<p>The Special Educational Needs Co-Ordinator (SENCO) Penelope Fisher</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child’s learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy etc... • Updating the school’s SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child’s progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child’s class teacher to write Learning Plans, also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p><i>You can contact the school SENCO by emailing penelope.fisher@pointers-school.co.uk, or by dropping into the office to arrange an appointment to meet.</i></p>
--	---	--

	<p>The Head teacher, Mr Adam Greenwood</p> <p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities)</p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. <p><i>You can contact the Head Teacher by emailing the office (secretary@pointers-school.co.uk) to arrange an appointment, or by calling 02082931331. However, we would ask that you please speak to your child's class teacher and/or the SENCO before arranging an appointment with the Head.</i></p> <p>A Learning Support Assistant (LSA) may be allocated to work with a pupil with special educational needs and/or disabilities for special sessions during the week. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.</p>
--	--	--

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority services such as the Sensory Service (for students with a hearing or visual need) and the Prospects Team (for children in the EYFS), or other state-funded external agencies such as Child and Adolescent Mental Health Services (CAMHS).
- Staff who visit from privately-employed outside agencies such as a Speech and Language Therapist, or an Educational Psychologist.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and /or disabilities in this school?	Class teacher input via classroom teaching.	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. 	All children in school receive this.

	<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teaching assistant or a Learning Support Assistant who has had training to run these groups. <p>This may be referred to as an ‘intervention group’ or a ‘focus group’.</p> <p><i>(Stage of SEND Code of Practice: SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level)</i></p>	<ul style="list-style-type: none"> • Your child’s teacher and the SENCO will have carefully checked on your child’s progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant or teaching assistant will run these small group sessions using the teacher’s plans, or a recommended programme. 	<p>Any child who has specific gaps in their understanding of a subject.</p>
--	--	--	---

	<p>Individual support or advice for your child from an external agency. This may be:</p> <ul style="list-style-type: none"> -Given by a state-funded body such as the Prospects EYFS team. -Given by a service employed privately by yourself, such as an educational psychologist. <p><i>(Stage of SEN Code of Practice: SEN Support, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school)</i></p>	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input in addition to outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist. This will help the school and yourself understand your child’s particular needs better. • In some circumstances where it is not possible to access state-funded services it may be necessary for you to employ a private service for specialist input. Where this is the case, you as a parent will be required to engage and pay for the specific agency support. We welcome the agency to visit or observe in school, and will implement advice or recommendations where possible. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific 	<p>Children with specific barriers to learning that cannot be overcome through whole class outstanding teaching and intervention groups.</p>
--	---	---	--

		<p>professional expertise</p> <ul style="list-style-type: none"> ○ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with an outside professional 	
	<p>Individual support for your child. This may be: –Provided in the classroom by a Learning Support Assistant, –Provided by a specialist teaching assistant, employed privately by you to work with your child in agreement with the class teacher.</p>	<ul style="list-style-type: none"> • The school has two Learning Support Assistants who may work with your child, supporting them in class for an agreed number of sessions per week. • In very exceptional circumstances, and where the above mentioned methods have not resulted in your child making good progress, you may be required to provide a specialist teaching assistant to work 1:1 with your child. In this rare circumstance, it would be your responsibility to find and employ this Assistant. You would be required to cover the cost of employing the Assistant. The school will provide support and advice where necessary on finding and engaging a teaching assistant, as well as on the priorities that the assistant should be focussing on with your child. The class teacher will remain responsible for your child’s learning and development, and will oversee the work of the teaching assistant. 	<p>Children with specific barriers to learning that cannot be overcome through whole class outstanding teaching and intervention groups.</p>

	<p>Specific support for your child, provided by the state via <i>an Education, Health and Care Plan (EHCP)</i>, or if your child has had this type of support for some time, may be provided by a <i>Statement of Special Educational Needs</i>. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school, from Local Authority central services such as the ASD</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this on the Royal Greenwich web site: www.royalgreenwich.gov.uk • The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional and them. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support. • After the reports have all been sent in, the Local Authority will decide if your child's needs are 	<p>Children whose learning needs are severe, complex and lifelong</p>
--	---	--	---

	<p>Outreach Team or Sensory Service (for students with a hearing or visual need) or outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS.</p>	<p>severe, complex and lifelong. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The EHC Plan or Statement (if your child still has one) will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
--	---	--	--

Who are the other people providing services to children with SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> Professional training for school staff to deliver medical interventions 	<p>N.B These services are provided on a discretionary basis by the Local Authority and Health services, and may not be accessible for children with SEND attending a private school.</p>
	B. Paid for at an additional cost to you but delivered in school if necessary	<ul style="list-style-type: none"> Autism Outreach Service Educational Psychology Service Speech and Language Therapy Occupational Therapy Physiotherapy 	
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> Childhood and Adolescent Mental Health Services (CAMHS) 	

	D. Voluntary agencies	<ul style="list-style-type: none"> • National Autistic Society • MENCAP
How will we support your child with identified special needs starting at school?	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • Your child's key person or class teacher may visit your child if they are attending another provision. • We may suggest adaptations to the settling in period to help your child to settle more easily. 	
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher or key worker initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO, Miss Penelope Fisher. • If you are still not happy you can speak to the school Headteacher, Mr Adam Greenwood. 	
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. • If your child is identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> ○ Any concerns you may have ○ Any further interventions or referrals to outside professionals to support your child's learning 	

	<ul style="list-style-type: none"> ○ To discuss how we could work together, to support your child at home/school. •
<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the class teacher in planning for children with SEN. • 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. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an 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 ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
<p>How will we measure the progress of your</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance,

<p>child in school? And how will I know about this?</p>	<p>engagement in learning and behaviour.</p> <ul style="list-style-type: none"> • At the end of each term your child’s achievement in Reading and Maths is monitored with standardised assessments, PUMA and PiRA, as well as assessments for writing. • Children receiving SEN Support will have a Learning Plan which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with an EHC Plan/ Statement of SEN is formally reviewed at an Annual Review with all adults involved with the child’s education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Home/school book ○ Emails ○ Letters/certificates sent home ○ Additional meetings as required ○ Reports
<p>How will we support your child when they are leaving this school or moving on to another class?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school’s SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

	<ul style="list-style-type: none"> • When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Learning Plans will be shared with the new teacher. ○ You will be provided with information about the expectations for the next academic year in order to help you work with your child on the transition. ○ A transition day in the Summer term will take place to allow your child to meet their new class teacher and get to know the new classroom.
--	---

SCHOOL BASED DATA/INFORMATION: 2019/2020	
How many students did we have at our school with statements or EHC plans at the end of July 2018?	1
How many students did we have receiving support from our LSAs at the end of July 2018?	33
How many students did we have receiving support from external agencies at the end of July 2018?	16