

Local offer, September 2020 (uploaded onto Leicestershire County Council survey)

Q1 **Your setting name:** Highgate Community Primary School

Q2 **Your setting's postcode:** LE12 7ND

Q3 **The name of the person parents/carers can speak to should they have any questions:** Mrs Sarah Nash

Q4 **Your name:** Mrs Sarah Nash

Q5 **My child has SEND. I would like to look around. What do I need to do?**

Please call the office (01509 813968) or email Mrs Nash (the Special Educational Needs and Disability Coordinator, SENDCo) using snash@highgate.leics.sch.uk if you would like to look around our school and see the excellent support we can offer your child. We welcome visits to the school and like to show parents and children around (in non-Coronavirus times) so that they can get a feel for the school and meet some staff. Due to Coronavirus, visits may not be possible but we can talk on the phone, take you on a tour via video call and provide photos of our school and our Learning Hub (SEN unit).

Q6 **How will my child and I be made to feel welcome and how will you get ready for my child coming?**

We talk to parents (and children if possible) about when they will start school and what we can do to make the experience go as smooth as possible so we can tailor this experience. Parents receive a welcome pack with important information such as timings of the school day, our school uniform and all other aspects of school life. We have also done different things in the past to make children and their parents feel welcome e.g. notes home, phone calls, a leaflet/information showing photos of their teacher and classroom...anything that will make them feel positive and ready to start school with us.

Q7 **How accessible are your premises?**

Please see the accessibility plan on our website. While our site does have stepped access to certain parts of the building we will do everything that is reasonably practicable to enable access to our building.

Q8 **How will you keep my child safe?**

The whole school staff have annual training in safeguarding and know how to use our safeguarding reporting system (CPOMS). Our Headteacher, Mr Jenkinson, is our Designated Senior Leader (DSL) and we have 2 other deputy DSLs so any concerns can be passed on quickly and confidentially. Regular health and safety checks are carried out around school so that the school is safe. Regarding corona virus, we have a risk assessment in place explaining how we keep everyone as safe as possible in school. Children are told about what they can do to keep themselves safe in school e.g. walking in corridors, washing their hands etc.

Q9 **How will you communicate with me what my child has done, enjoyed and learnt?**

There are many ways that we communicate with parents. The whole school uses the class dojo system to communicate information to parents. This shows when children have been awarded a dojo reward point and can also be used to send personal messages to parents (e.g. about the work their child has done and enjoyed). Every week, certificates are given out to each class to praise children academically and for their TEAM behaviour e.g. friendship, independence, kindness etc. Before Coronavirus, we had an open door policy and teachers and parents could also communicate at the start and end of the day. We hope to reinstate this as soon as possible.

Teachers have termly communication with parents (Parents' Evenings in Autumn and Spring and a written report in the Summer) so that parents can find out how their child is getting on at school and share their views about what they want for their child. The SENDCo has check-ins with parents (of children with SEND) via phone, email or in person so that we have lots of information about how best to support children and their families.

Q10 How do you work with other professionals?

We are keen to work with other professionals so that we have the best advice on how to support the children in our school. This includes regular support from our Educational Psychologist, Paula Hopkins, and our Speech and Language Therapist, Hannah Litchfield. They provide support by observing children, meeting parents, and providing advice, resources and training. They can also link us with other professionals, such as paediatricians, if necessary. We work with a wide range of other professionals, some of which include: Autism Outreach, the STS learning team, school nurse, dyslexia/dyscalculia assessor, Oakfield behaviour support and SENA.

Q11 What training have you/your staff had in SEND?

The SENDCo and headteacher have completed the National Award for SEN Coordination. There are different ways that training is accessed in our school- sometimes on a whole-school basis and sometimes with specific adults being trained. Recent whole-school training in the last 2 years has included Tier 1 Autism training provided by Autism Outreach, attachment awareness training provided by the Virtual School, emotion-coaching provided by our EP service and dyslexia training from Charlie Pitt-Miller, our dyslexia assessor. We have staff who are trained ELSAs, Forest School leaders and LSAs have been trained to deliver certain interventions such as Switch-On Reading and Writing and precision teaching. There is regular in-house training and staff meetings on certain aspects of SEN so that we all keep up to date with children's needs and local guidance.

Q12 How will you adapt play opportunities for my child?

Play times can be a worrying time for some children. We have a lunchtime club where some children have their lunch with our ELSA, which breaks up the lunch hour into a more manageable chunk for them. Dinner supervisors have taken part in training to help them supervise and play with the children at lunchtime. We pass on relevant information and strategies to dinner supervisors so they can support children with their play. We have play apparatus (e.g. balls, skipping ropes etc.) available at lunchtime to make play interesting for the children. This year, we will be starting to

train some children to be wellbeing officers so that they can further support their peers at playtimes.

Q13 How will you get ready for my child going to his/her new room/school/upper school?

In the Summer term, we have a thorough handover between teachers so that they have all the relevant information about their new class. In usual (non-Coronavirus) circumstances, children have a transition day with their teacher so they can spend time getting to know each other and having some fun together. Some children have found it useful to take home photos of their new teacher and classroom and some basic information about class routines so they can refer to these with their parents. When moving to a new school, we liaise with parents and staff at the new school to ensure a smooth transition. This includes sharing all important information so that the new school has a good picture of the child's needs before they start. Regarding secondary schools, we have previously arranged appointments for parents and their child to look around schools of interest to them. Our school staff have accompanied them on visits if they have requested this.

Q14 How will you and I know how my child is doing and how will you help me to support my child's learning?

Teachers have termly communication with parents (Parents' Evenings in Autumn and Spring and a written report in the Summer) so that parents can find out how their child is getting on at school and share their views about what they want for their child. Termly Individual Education Plans (IEPs) are created for each child with special educational needs with their parents (and the child if possible) so that we can agree priorities for learning over the next term (with a view to what will be achieved at the end of the year or key stage). Teachers will give ideas about what might be helpful to do at home. The SENDCo has regular check-ins with parents (of children with SEND) via phone, email or in person so that we build partnerships to get the best for each child.