



## Old Leake Primary School Local Offer 2018/19

This page is part of the Local offer for Old Leake Primary and Nursery School. Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

<b>School name</b>	<b>Old Leake Primary and Nursery School</b>	
<b>Address (inc. postcode)</b>	Old Main Road Old Leake Boston Lincs PE22 9HR	
<b>Type/status of school</b>	Primary mainstream	
<b>Number on roll</b>	214	
<b>Contact details</b>	<b>Headteacher</b>	Mrs Susan Rayner
	<b>SENCo</b>	Mrs Kirsty Deamer
	<b>Chair of Governors</b>	Andrew Higginson
	<b>Telephone(s)</b>	01205 870425
	<b>Email</b>	<a href="mailto:enquires@oldleake.lincs.sch.uk">enquires@oldleake.lincs.sch.uk</a>
	<b>Website</b>	<a href="http://www.oldleakeprimary.co.uk">www.oldleakeprimary.co.uk</a>
<b>Policies</b>	The following policies are available on our school website: Admissions Policy Child Protection Policy Single Equalities Scheme Complaints Policy Anti-Bullying Policy Behaviour Policy SEND Policy	

<b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b>	We have rigorous monitoring in place that tracks the progress of all our learners across the curriculum. All staff are vigilant at supporting and raising concerns identified through monitoring and/or classroom observations. Parents/carers are encouraged to speak to class teachers with any concerns they may have.
<b>How will school staff support my child?</b>	All interventions we put in place are measured to monitor impact against expected rates of progress for your child. All intervention programmes are overseen by our SENCo and class teachers to enable a quick response to find alternatives where something may not be working. We pride ourselves on quality first teaching in the classroom which



	<p>includes differentiation, active learning and effective feedback, ensuring that all children's needs are met within the classroom environment. When special educational needs are identified, SMART target are put into place which are personalised targets for the child. These are shared with children and parents then regularly monitored throughout the year. At 3 regular intervals throughout the academic year targets are evaluated and updated according the child's progress.</p>
<p><b>How will both you and I know how my child is doing and how you will help me support my child's learning?</b></p>	<p>We regularly share feedback with children and families. We hold two parent's evenings during the academic year. At these meetings, you will have the opportunity to share your child's progress and discuss ways in which both you and the class teacher can further support your child's learning. You will receive an end of year report which will show how your child has progressed over the last academic year and set targets for the following academic year. Regular updates on the forthcoming terms curriculum will be shared with parents at the beginning of each term.</p>
<p><b>What support will there be for my child's overall well-being?</b></p>	<p>All staff are relevantly trained in pastoral care, safeguarding and medical training. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood by staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We also have a pastoral care leader who offers support and advice on various issues and is available for your child to talk to in confidence when they have worries or issues.</p>
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>Our staff receive regular training and our teachers hold qualified teacher status. We have a number of established relationships with professionals in education and work alongside a number of external partners depending on the needs of our children. We have access to a range of services through the local authority including; the Educational Psychology Service, Specialist Teachers, Speech and Language Services, Social Services, Family Support Workers, School Nurses, Educational Welfare Officers, Health Visitors and Parental Support Advisers (now ESP).</p>
<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>We utilise resources to support the strategic aims of our setting and the needs of individual learners. All interventions are costed and evaluated.</p>
<p><b>How will my child be included in activities outside the classroom?</b></p>	<p>Our SEN Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. All children have the opportunity to take part in educational visits. When there are concerns of safety or access, further thought and consideration is put into place to ensure individual needs are met; where applicable parents/carers are consulted and involved in planning.</p>
<p><b>What breakfast or after school club support is available?</b></p>	<p>We run a breakfast club from 8.00am until 8:40 (when children are supervised on the playground) and an after school club from 3.15 to 6.00, thereby providing wrap-around care for parents/carers.</p>



<p><b>How will the school prepare my SEND child for transition to the next setting?</b></p>	<p>We believe that a well delivered transition program is imperative for a successful move from Primary to Secondary School. Therefore we run a Pyramid Transition Program for targeted pupils to support them for the changes ahead. We teach appropriate social skills to enable pupils to form new friendships. We teach organisation skills, timetable and map reading to make pupils more confident and address pupils' worries and concerns. Pupils also have the opportunity to meet new staff from their new setting and ask any questions. They have a visit to their new school to become acquainted with the routine and structure of the day and have a go at new lessons such as Spanish, which will be part of their timetables when they start school.</p>
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All fields are mandatory	
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