

School/Setting Local Offer for



Rye Primary School and Pugwash Nursery.



1. How does the school know if children need extra help?

- At Rye Primary School, information is gathered from your child's pre-school or previous school. Their needs are discussed with parents, Early Years Service, outside agencies, their previous and receiving school staff and the Inclusion Leader, as part of the transition programme.
- Pupil voice interviews are held for casual admissions pupils.
- Home visits by foundation stage teacher and teaching assistant.
- Foundation stage teachers visit feeder pre-school/nursery settings to observe pupils and speak with key staff.
- Speech link and language link screening of all foundation stage pupils as part of foundation stage pupil's home visits and transition to school programme.
- Information from any outside agencies or people that have worked with your child for example speech and language therapist.
- Transition screening assessment of all new pupils (casual admissions).
- Regular assessment and monitoring and review of all pupil's progress.
- Regular Pupil Progress meetings which set interventions and strategies as needed and include discussions with your child's Class Teacher, Headteacher, Inclusion leader and Inclusion TA.

At Pugwash Nursery:

- Your child's Key Person is responsible for making observations and assessing progress towards the Early Learning Goals described in the EYFS. They will identify the interests and next steps in learning for all their key children, and share this with parents.
- If the Key Person has concerns about your child's learning or development, they will in the first place discuss this with you, and together you can decide how best to proceed to meet your child's needs. At this point they may also get support from the setting's SENCO (Special Educational Needs Co-ordinator) to document the support they are providing, and the progress your child is making. They may suggest making a referral to one of the specialist services.
- Regular Pupil Progress meetings and Supervision Meetings are opportunities for staff to meet together and identify targets and strategies needed.
- If needed a child may have an individual plan called a Setting Based Support (SBS) plan which will be reviewed and updated regularly to meet the needs of the child.

1a. What should I do if I think my child may have special educational needs?

- Talk to your child's pre-school key worker or Class Teacher. They will discuss your child further with the Inclusion Leader.
- Your concerns will always be taken seriously. Your views are very important.

At Pugwash Nursery:

- Talk to your child's key worker. They will discuss any concerns raised with the SENCO and Foundation Stage Leader.

2. How will Rye Primary School staff support my child?

- At Rye Primary School, your child's needs will be met within the class, supported by high quality teaching. This will include the teacher using differentiated planning which takes account of the needs of each pupil.

- Each child's progress is regularly reviewed.
- The Class Teacher and Inclusion Leader will develop a plan/provision map which will show you what targets your child is working on and which strategies are being used to support your child to achieve those targets. This will be developed and reviewed as part of the regular pupil progress meetings.
- If needed, an individual plan of additional support will be put in place. This is known as a School Based Plan .This will be reviewed three times a year and updated as needed.
- Sometimes the school will ask for support from outside agencies. These will be discussed with you and a referral made with your consent.
- The Governors are responsible for ensuring that SEN funding is used effectively, and that all pupils are given the appropriate help that they need to make good progress. There is an SEND governor who meets with the Inclusion Leader several times a year.

At Pugwash Nursery:

- If no other support services are working with your child:- your child's Key Person, supported by the setting's SENCO and Foundation Stage Leader will plan a programme of support for your child and monitor their progress.
- If a specialist support service is working with your child:- your child's specialist worker will liaise with their Key Person and the setting SENCO to ensure that the setting are able to follow the programme of support being suggested for your child.
- In both cases:- The Key Person will keep you informed about how they are supporting your child, so that you are able to co-ordinate your support for your child at home, and may suggest activities you can do with your child. They will welcome your feedback about how your child is doing and use this to inform the support they provide.
- All members of staff in the setting will be aware of the support your child is being given and will work with your child in the same way that they do with all children in the setting.

3. How will the curriculum be matched to my child's needs?

- Lessons at Rye Primary are planned so that all children can learn and make progress.
- Teachers take account of the needs of individual pupils and tasks are differentiated so that they can access the teaching and learning.
- Teachers use a range of teaching and learning strategies as well as specific resources, ICT and adult support to improve motivation and learning.
- Regular tracking and assessment means that the Class Teacher can analyse the progress of each child and match their planning to the needs of your child.
- The regular Pupil Progress meetings provide an opportunity for the Headteacher and Inclusion Leader to meet with the Class Teacher and review the progress of all children. At this meeting they can discuss suitable teaching programmes and any additional help needed.
- At Rye Primary children work in a variety of groupings both inside and outside the classroom. For example mixed ability groups, same ability groups, small supported focus groups, one to one with a teacher, teaching assistant or individual needs assistant.

At Pugwash Nursery:

- We always provide a range of activities and resources for all children to play with. Staff, and in particular a child's Key Person, will be aware of the planned next steps in learning for all children and this will inform the support they give children as they play. Some activities will be planned that will contribute directly to specific children's next steps in learning.
- If your child has very specific support needs, for instance requiring specialist equipment or use of Makaton, we work with specialist services to ensure that we are able to meet these needs. You child may have an Setting Based Support (SBS) plan or Education Health & Care (EHC) plan that provides more detail about the learning and development targets for your child, and strategies that will be used to support this. This will be shared with you, and we will meet regularly (6

weekly) to review progress.

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

- Regular parent consultation meetings to review progress with your child's Class Teacher.
- Open door policy to meet teachers, Inclusion Leader and the Headteacher.
- Home school contact books.
- Copy of provision map to show the interventions that are being put in place to support your child.
- Annual reports from the Class Teacher.
- Reports from outside agencies that may be directly working with your child or providing advice to the school.
- Meetings to review School Based Plans.
- Weekly opportunities to share reading at 'Snuggle Buggle', 'Chrysalis Capers' or 'Words with Wings', Access to The Learning Platform and online learning.
- Parent opportunities to develop understanding of the curriculum through workshops and courses organised by the school.

At Pugwash Nursery:

- Informally, you will exchange information with your child's Key Person about your child's achievements, interests and needs on a daily basis. More formally, when your child is one of the Stars of the Week you will have (this will happen approximately every 6 weeks) you will have the opportunity to meet with your child's Key Person to review their progress, discuss next steps in learning and what we will and you can do to support this progress. This is the case for all parents/children. We will relate your child's progress to developmental guides such as the Early Years Development Journal, Development Matters in the EYFS, and the Early Years Outcomes. Parents play a vital role in this process through the Super Star Stories and the WOWs.
- We undertake regular assessment of your child's progress against age-related expectations (usually every 6 weeks) and will share this information with you. This is in addition to the Progress Check completed for all children at age two, the Summative Assessment on Transition to School that we complete and share with you and your child's school.
- Your child's Key Person will ensure that you are always aware of your child's learning and development targets, what we are doing to help them achieve them and what you can do at home to assist this. They will discuss with you the best time/way to share this information, and to share information about progress.

5. What support will there be for my child's overall well-being?

- Rye Primary is an inclusive school. We welcome and celebrate diversity. All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress. We have a caring, understanding team who look after all of our children.
- The kinds of support we provide includes daily circle time in each class, nurture groups, social skills groups, focussed playtime clubs, pupil voice and pupil passports to gather individual children's views and behaviour tracking which collates and analyses the rewards and sanctions that are key elements of the behaviour policy.
- All pupil successes are celebrated widely and culminate in 'celebration assembly' each week.
- Medicine can be administered in school with signed parental permission. We have a team of First Aiders and several members of the team have a paediatric first aid qualification. If your child has significant medical needs you will need to discuss this with the Inclusion Leader or Headteacher to decide how we can best support you and your child and this may include drawing up a Health Care Plan.
- The Class Teacher has overall responsibility for the well-being of every child in their class. If you have any worries speak to the Class Teacher first. If further support is needed the Class Teacher

will speak to the Inclusion Leader or the Headteacher.

- We are regularly supported by the school nurse.

At Pugwash Nursery:

- We have policies and procedures for administering medicine, managing personal care and managing behaviour positively that will be discussed with you when you first discuss a place for your child. We follow national and local guidelines of best practice, but will also endeavour to ensure that the particular circumstances and needs of your child are considered when planning for their care.
- Each child is allocated a Key Person before they start, and they will make a visit to your home before your child starts, to get to know you and them, and to ensure they are aware of your child's needs and interests, and of how you meet these needs at home. They will also discuss with you our settling in procedures, and how you want to manage your child's first days at the setting.
- We promote a celebratory attitude to diversity and support our young children in developing values based on mutual respect.
- Our environment is child centred and our planning and provision is driven by our observations, parent views and child voice.

6. What specialist services and expertise are available at or accessed by the school?

Currently we have teachers and teaching assistants with training or specialist knowledge in:

- Speech and Language
- Makaton signing
- Dyslexia
- ASD
- ADHD
- Sensory Needs
- Motor Skills

As needed, we ask for support from outside agencies, for example:

Educational Psychology
Speech and Language Therapy Service
Speech and Language Outreach
School Nurse
Autistic Spectrum Disorder Outreach
Early Years Service
East Sussex Behaviour and Attendance Service
Service for children with Sensory Needs
Child and Adolescent Mental Health Service
Occupational Therapy
Physiotherapy
Counselling services e.g. COPES, Dragonflies
Music Therapy
Crime Reduction Initiative
Children's Services
English as an Additional Language Service
Traveller Service

At Pugwash Nursery:

- Our setting has a SENCO who has several years' experience of supporting staff to work with children with additional needs. She is familiar with the referral process for specialist support services such as Specialist Early Years Service, Services for children with Sensory needs, Children's Integrated Therapy Services. All members of staff are familiar with basic Makaton signs, and use these in their

interaction with all children. We also use visual symbols and a visual timetable with all children in the setting.

- The Foundation Stage Leader works closely with all members of the team to ensure that best practise is used at all times. She supports staff in identifying additional needs and in providing provision to meet the needs of all children.
- We have a good relationship with our local Children's Centre, and are able to use their facilities and resources.
- We are supported by the expertise and resources within Rye Community Primary.

7. What training are the staff supporting children with SEND had or are having?

At our school training takes the form of staff inset, individual Continued Professional Development that involves courses being attended, regular support staff training, Foundation Stage phase meetings as well as outside agency training to deliver specific programmes for individuals e.g. occupational therapy, speech and language therapy.

Training by staff has been undertaken in:

- Speech and Language for all teaching and support staff as part of our aim to be designated a Communication Champion school
- Regular review of Dyslexia Friendly School Strategies
- Achievement For All training re. Structured Conversations and Pupil Voice
- Early Years approaches to assessment
- Attachment Theory
- Behaviour
- ASD
- Circle Time – SEAL
- ICT – Easy Read, Voice activated software
- Jump Ahead
- Letters and Sounds
- Phonics
- Reading Recovery
- 1st class at numbers 1+2
- Numbers Count
- Sandwell assessment
- Dyslexia (3 accredited staff)
- Inclusion Leader attends annual conferences re. current issues in SEND
- Medical training to support pupils with medical care plans e.g. epilepsy, epi-pen training is organised as needed.

At Pugwash Nursery:

- Two members of our team have completed SENCO training.
- The named SENCO for the setting regularly attends Inclusion Support groups run by the local authority. These provide an opportunity for them to discuss challenges and identify possible solutions.
- Three members of staff completed basic Makaton signing course in March 2013.
- Our SENCO has a range of support materials which she uses with children's Key persons as required.
- Two members of staff are being trained to use the SpeechLink programme to support identified children with their speech and language skills.

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

At Rye Primary we believe that all children should be given access to a broad, balanced and well-

structured curriculum including the National Curriculum suitable to their needs – by using a flexible approach.

- We make sure that activities outside the classroom and school trips are available to all pupils.
- Risk assessments are carried out for each trip, and a suitable number of adults are made available to accompany the pupils, with individual support for some pupils if needed.
- Parents and carers are invited to accompany their child on a school trip if this helps them be included.
- After school clubs are available to all pupils. Adjustments will be made to support participation of vulnerable pupils.
- Health and Safety checks are conducted to ensure that the school provides a safe environment for all pupils.

At Pugwash Nursery:

- All children are given access to a balanced a broad curriculum reflective the breadth and depth of the Early Years Foundation Stage EYFS curriculum.
- The EYFS specifies that all children have daily access to indoor and outdoor learning opportunities and trips and visits should be regular opportunities to enhance learning experiences.
- Daily Health and Safety checks are conducted to ensure that the setting provides a safe environment for all children.
- Risk assessments are carried out for each trip, and a suitable number of adults are made available to accompany the pupils, with individual support for some pupils if needed.
- As well as ensuring we have prior written consent for your child to attend any trips or visits away from the setting all Parents and carers are invited to accompany their child on a trip or visit if they wish to come.

9. How accessible is the school environment?

- At Rye Primary, the school site is fully wheelchair accessible with wide corridors, doorways and ramp access into the building and playground.
- Disabled toilets are sited on each floor and are large enough to accommodate changing.
- We liaise closely with Occupational Therapy to ensure modifications or adaptations are made for individual pupils.
- Visual timetables are used in all classrooms.
- We are a Dyslexia Friendly school and ensure that the learning environment is fully accessible and inclusive for all learners.
- We are an Achievement for All school and we focus the use of structured conversations with parents and pupil voice to access the views of their children.
- We are a Communication Champion school and we support accessibility through the use of visual strategies in the classroom and the environment.
- We access Bilingual Support Officers who are able to assist children and families for whom English is an additional language.
- We use ICT to ensure accessibility to the curriculum.

We have an accessibility admissions policy that can be found on the school website .www.ryeprimary.e-sussex.sch.uk

At Pugwash Nursery:

- All areas of our setting are accessible to those in wheelchairs or with unsteady gait. There are good sources of natural daylight and fluorescent strip lighting. We also have a cosy area with subdued lighting.
- Our toilets are sized for small children. We have a nappy changing unit and also have a changing mat for use on the floor. We will discuss your preference for use with your child before they start.
- If your child requires specialist equipment that is not easily transferable from home each day, we

can approach the Local Authority for support in loaning or purchasing the required equipment – if its use is recommended by your Occupational Therapist or other medical professional.

- We use signs and symbols to support within all our communication.

10. How will the school prepare and support my child to join the setting school, transfer to a new school or the next stage of education and life?

- There are a range of induction events during the summer term, for all children that are joining the foundation stage in September.
- If your child is either joining or leaving the school, the Inclusion Team and the school Parent Information Co-ordinator (PIC) work closely with you and staff to ensure that there is a smooth transition.
- Casual admissions to Rye Primary are buddied with another child assessed and given a pupil voice interview.
- This may involve multi agency meetings to support the transition.
- We ensure that we gather all the information we need from your child's previous school, their parents and the children themselves prior to starting. We share that information with our staff. We pass on all the information the new schools will need when your child leaves us.
- Transition to a new class is supported by sessions during the summer term with the new class teacher in the new classroom.
- Transition sessions are organised for all Year 6 pupils and an additional, extended programme is set up for pupils that are vulnerable. All receiving secondary schools meet with key staff and pupils at Rye Primary as part of the transition process to prepare for the move to secondary school.
- New schools are invited to attend any review meetings that we hold before your child transfers to them.

At Pugwash Nursery:

- We have a settling in policy and procedure. Each child is allocated a Key Person before they start, and they will make a visit to your home before your child starts, to get to know you and them, and to ensure they are aware of your child's needs and interests, and of how you meet these needs at home. They will also discuss with you our settling in procedures, and how you want to manage your child's first days at the setting.
- If your child leaves us to attend a different pre-school setting, we will be happy to meet staff from that setting, and pass on the records we have kept of your child's progress if you would like us to. Otherwise, we will give the records directly to you.
- When we know which school your child will be attending, we will begin to liaise with them about your child's needs and what strategies we have found effective in supporting your child at pre-school. We complete a Summative Assessment on Transition to School which we share with you and then pass on to the teacher at the school your child will be attending.
- We have regular visits from reception teachers at Rye Community Primary and all other local primary schools are invited to visit during the summer term.
- We work closely with Rye Community Primary school and the children have regular opportunities to visit the school. Members of the Reception team staff regularly visit the Nursery to work with the children.
- In the summer term school leavers attend more play and story sessions in the school where they are accompanied by familiar Nursery staff.
- The Foundation Stage Leader monitors our shared vision for the Early Years with Rye Community Primary school to ensure that many of our systems, structures and processes are the same here in Nursery as in the Reception classes.

11. How are the school's resources allocated and matched to children's special educational needs?

- At Rye Primary School the SEND budget is managed by the Headteacher, Business Manager, Inclusion Leader and SEND governor.
- Resources are requested, ordered and distributed to all classes to support each pupil's learning.
- Specific resources may be allocated to support individual needs.
- The impact of interventions is reviewed regularly as part of pupil progress meetings and the impact is recorded and acted upon.
- The governing body is kept informed of funding decisions.

At Pugwash Nursery:

- The income we receive from the Local Authority for early years education (EYEE funded places) and from parents for additional hours of childcare is used to cover the costs of providing our service. We do not allocate money directly in relation to individual children.
- For children with SEND, where we receive additional funding to contribute towards the costs of meeting their needs we use this money to make improvements to our ability to meet the needs of your child.

12. How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEN code of practice and East Sussex guidance.
- Based on the assessment, a personalised support programme will be developed to reflect the needs of the individual child. Each child receiving additional support will have this set out on a provision map which you will have access to. The provision map is reviewed in tandem with the pupil progress meetings and is altered to reflect the outcomes of the provision made.
- To track progress we have regular pupil progress meetings with all the staff who work with your child, their Class Teacher, Inclusion Leader and the Headteacher. These are organised to discuss areas of future support and resources needed, as well as acknowledging the progress, preferred learning style and areas of strength your child has.
- Additional assessments from outside agencies such as Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc. will help us decide what type of support and resources are needed.
- Some pupils will also have a School Based Plan or Setting Based Support Plan and this will be reviewed with you 3 times a year.

13. How are parents involved in the school? How can I be involved?

All parents and carers at Rye Primary School are actively encouraged to take part in the school community. This may include:

- Coming in to share celebration assemblies.
- Attending workshops, such as 'Crafty English' and 'Keeping Up with the Children', Phonics, Homework etc.
- Sharing any skills e.g. reading, cooking, art, knitting etc.
- Supporting school visits.
- Each Friday All parents are invited into the school every week to share read or writing activities with their child in the classroom setting.
- Open evenings, concerts and exhibitions of children's work.
- Parent focus groups e.g. speech and language, Achievement for All.
- Aspirations week.
- Sports activities events and matches.

At Pugwash Nursery we strive for Parent Partnership. We encourage Parents and carers to be a part of our community through:

- Making time to talk with Key persons every day.
- Sharing information from home on home news board.
- Completing Super Star stories so we know what your child likes, dislikes and current interests at home.
- Sharing WOW moments of wonderful home learning.
- Greedy Reader library – sharing books and other home learning resources.
- Parent consultation evenings
- Parents as partners ~ being involved and contributing to learning opportunities in the nursery.

14. Who can I contact for further information?

- Acting Headteacher Ms Jane Howard
- Parent Information Co-ordinator Mrs Sue Ball
- Inclusion Leader Mrs Margaret Stonham
- School telephone number 01797 222825
- School Website www.ryeprimary.e-sussex.sch.uk
- e-mail office@ryeprimary.e-sussex.sch.uk

If you have a question, want to look around our school or want to discuss your child's needs further do not hesitate to contact us.

At Pugwash Nursery:

- Your child's Key Person would normally be your first point of contact for any discussion about your child. However, you may also approach another staff such as:
Vicky Isted Foundation Stage Leader
Katie Bull Nursery Manager
Katie Banister SENCO
- You can also email us on kbull@ryeprimary.e-sussex.sch.uk
- For initial enquiries about our setting, you can email us or phone 01797 225009 and ask to speak to the Manager.
- You can get other information about services available locally by contacting Information For families on 0345-6080192 or by texting them on 07797 870317 or by going to the website <http://www.eastsussex.gov.uk/childrenandfamilies/default.htm>