

Golcar School Offer

2024-25

What is a School Offer?

The School Offer outlines the support available at our school for children with Special Educational Needs and Disabilities (SEND). It details the educational or training provisions that go beyond the standard curriculum offered to pupils of the same age. This support may include additional assistance from school staff as well as specialist professionals.

Our School Offer is comprehensively detailed in both our Special Educational Needs (SEN) Policy and the SEN Information Report, accessible via the links provided on the SEND website page.

Overview of SEND at Golcar JIN Primary School

At Golcar JIN Primary School, we recognise the importance of the early identification of Special Educational Needs and Disabilities (SEND) to ensure that every child receives the appropriate support to thrive. Our SEND policy outlines the procedures for identifying, assessing, and supporting pupils with SEND, acknowledging that all children learn at different rates and in different ways.

If you have concerns regarding your child's progress, we encourage you to speak initially with their class teacher, who can then liaise with the Special Educational Needs Co-ordinator (SENCO). The SENDCO is responsible for coordinating provision for pupils with SEND, offering guidance to class teachers, liaising with parents, and working alongside external professionals to provide tailored support.

The SENDCO or class teacher will discuss any concerns and explain the measures in place to support your child's learning and development. This may involve adapting teaching methods, modifying resources, or providing additional support through an adapted or personalised curriculum. Our aim is to ensure that all pupils receive the necessary assistance to reach their full potential in an inclusive and supportive learning environment.

Your child's progress will be monitored and reviewed regularly, and any developments will be discussed with you. Should their needs continue to present concerns, the school will seek guidance from external professionals to identify additional strategies for support.

We address children's needs in accordance with the four key areas outlined in the **Code of Practice (2014)**:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional, and Mental Health (SEMH) Difficulties**
- **Sensory and/or Physical Needs**

At Golcar JIN Primary School, we recognise that these areas of need are often interconnected, and children may experience challenges in multiple domains. We are committed to providing the necessary support to ensure every child has equitable access to education, enabling them to reach their full potential, overcome challenges, and embrace every opportunity for success.

Partnership with Parents

At Golcar JIN Primary School, we recognise the vital role that parents and carers play in supporting their child's education, particularly for those with Special Educational Needs and Disabilities (SEND). We are committed to fostering a strong and collaborative partnership with families to ensure the best possible outcomes for our pupils.

All parents are invited to attend **Parents' Coffee Mornings**, details of which are shared on the Class Dojo platform. Children on My Support Plans also have termly meetings with the SENDco, which provides an opportunity to discuss a child's progress, review their current targets, and explore ways in which parents can support learning at home. Parents are also encouraged to share their child's successes and achievements, allowing us to celebrate their progress together. Additionally, a member of the senior leadership team is available before and after school to address any concerns or queries from parents.

Our approach to parental engagement in SEND support includes:

- **Timely Communication** – Informing parents as soon as concerns arise regarding their child's progress or needs. We ensure that communication is clear, effective, and sensitive to both the needs of the child and the family.
- **Encouraging Parental Input** – Providing parents and carers with the opportunity to share any concerns they may have about their child's development or additional needs.
- **Strength-Based Approach** – Focusing not only on areas where additional support is required but also on the child's strengths and achievements.

We aim to keep parents fully informed throughout the assessment process and ensuring they are actively involved in decisions regarding their child's SEND provision.

We aim to maintain open and constructive communication with parents, to create a supportive and inclusive environment that enables all children to thrive.

Pupil Participation

At Golcar JIN Primary School, we acknowledge that all pupils have the right to actively participate in decision-making processes and exercise their choices regarding their education. Where appropriate, students are engaged in setting their own targets and are involved in monitoring and reviewing their progress during termly meetings with their class teacher and the SENDco

We encourage pupils to:

- Articulate their views regarding their education and learning experiences.
- Identify their own learning needs.

- Participate in individual target setting across the curriculum.
- Reflect on their progress and establish new goals.

Pupils in all classes have the opportunity to elect representatives for the School Council and the Eco Council. These representatives are invited to share ideas that can be implemented within the school and the wider community. Additionally, we offer other leadership opportunities for students, such as serving as a *Happiness Hero*, an ambassador for the well-being and mental health of their peers.

Through these initiatives, we aim to empower pupils, fostering a sense of ownership and responsibility in their educational journey, while promoting their overall development and well-being.

Curriculum Entitlement

At Golcar JIN Primary School, we maintain high expectations for every pupil and strive to deliver a comprehensive curriculum, regardless of their prior attainment. Our educators employ appropriate assessment methods to establish targets that are intentionally ambitious. Lessons are meticulously planned to address potential areas of difficulty and to minimize barriers that may impede any pupil's ability to achieve.

All children are entitled to a broad, balanced, and relevant curriculum, which is adapted to ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). To meet the diverse learning needs of all students, teachers tailor their instructional approaches and assessments accordingly.

For pupils identified as having special educational needs, the school provides additional support through a variety of methods tailored specifically to their individual requirements. The range of provisions includes:

- **In-Class Support for Small Groups**
- **Small Group Support**
- **Adaptation of Resources**
- **Personalised Resources**
- **Nurture Support**

The **Whole School Provision Map** outlines these supports and interventions, ensuring that every pupil receives the necessary assistance to thrive within the educational environment.

Resources

A designated portion of the school budget is allocated specifically for resources intended to support children who require additional or alternative activities. The provision of this additional support is facilitated through the delegated SEND budget or the main school budget, as appropriate.

We are committed to the ongoing development of resources, which includes the acquisition of books, equipment, and materials tailored for children with Special Educational Needs and Disabilities (SEND). A variety of technological aids are also made available when necessary to enhance learning experiences.

Furthermore, we actively seek advice on suitable resources for both groups of children and individual students from external professionals to ensure that all pupils receive the most effective support tailored to their needs.

Specific Facilities and Access

At Golcar JIN Primary School, we are dedicated to providing all children with the opportunity to realize their full potential in every aspect of school life. To this end, we ensure that any specialist equipment recommended by professionals, such as writing slopes, sit-and-move cushions, coloured overlays, and writing aids, is made available to support our students. Additionally, we implement necessary adjustments for disabled pupils and parents, including the provision of designated parking spaces within the school car park.

All children are included in every facet of the school curriculum, and we strive to ensure that all students participate in school trips. We will provide the necessary support to facilitate successful participation and will engage in discussions with parents in advance to address any specific needs. Prior to any off-site activity, a comprehensive risk assessment is conducted to ensure the health and safety of all participants. In some instances, it may be appropriate for a parent or carer to accompany their child on a school trip, depending on the individual needs of the child.

Collaboration with External Agencies

We are committed to working effectively with all external agencies that support children and their families. This includes actively involving parents and carers in the agreement and review of targets and intervention strategies outlined in provision maps. We respect the diverse needs of parents and carers, including disabilities or communication and linguistic barriers, and ensure that they are informed about local support services available in Kirklees, including workshops and activities. Parents are encouraged to reach out to the Special Educational Needs Coordinator (SENCO) via email to discuss any matters related to their child.

Our school employs a diverse range of staff who collaborate to provide comprehensive support to children and their families. This collaboration extends to partnership schools within our cluster, allowing us to seek advice and share best practices on effectively addressing the needs of all students. Through this cooperation, we foster an environment of continuous improvement.

We value the expertise and guidance of all professionals and strive to implement their recommendations. Our close partnerships include various agencies such as:

- **Speech and Language Therapists (SALT)**
- **Occupational Therapists (OT)**
- **Physiotherapists**
- **Sensory Support Services** (for children with hearing and visual impairments)
- **Educational Psychology Services**
- **School Nursing Services**
- **Local Authority SEND Team**
- **Child and Adolescent Mental Health Services (CAMHS)**

- **Mental Health Support Team**

The SENCO maintains ongoing communication and collaboration with other SENCOs through SENCO cluster meetings, ensuring that we remain informed of best practices and developments in the field of special educational needs.

Transition Arrangements

At Golcar JIN Primary School, we recognize that transitions can pose challenges for children with Special Educational Needs and Disabilities (SEND), as well as for their parents. We take deliberate steps to ensure that all transitions are as smooth and supportive as possible.

Transition from Nursery/Preschool to Reception

For children entering Reception, teachers arrange visits to facilitate introductions among the children, parents, and staff. These visits provide an opportunity for parents to express any concerns directly to the Special Educational Needs Coordinator (SENCO). The Early Years Foundation Stage (EYFS) lead and the SENCO typically visit the preschool setting to discuss the child's specific educational needs and the support required. Our transition plan accommodates four visits prior to the child's start date; however, additional visits can be arranged as necessary.

Transition Between Schools

When a child transfers from one school to another, we collaborate closely with the staff involved to ensure that all relevant paperwork and CPOMS data are transferred accurately. This process ensures that all individual needs are discussed and understood. For children with complex needs, an Education, Health, and Care Plan (EHCP) review will serve as a transition planning meeting.

Transition Between Classes

Information regarding each child's needs will be communicated to the new class teacher in advance. A meeting will be conducted to discuss these needs comprehensively. If deemed necessary, additional visits to meet the new teacher may be arranged, and visual aids can be utilized to facilitate the transition. We also provide extra Personal, Social, and Health Education (PSHE) sessions to support children in managing change and building resilience skills.

Transition to Secondary School

During the transition to secondary school, Year 6 teachers will meet with staff from the secondary institutions to discuss the pupils and share pertinent information. The SENCO will coordinate with the SENCOs of the secondary schools to address the specific needs of individual pupils with SEND and any resources they may require in advance. All pupils will attend transition meetings at their secondary school, and for those with SEND, additional visits can be organized as needed. These pupils may create personal profiles or visual

prompts to help them remember key locations and individuals within the new school environment.

Through these comprehensive transition arrangements, we strive to provide a supportive and seamless experience for all students, facilitating their adjustment to new educational settings.