

Drove Primary School: Local Offer Information

Key Document details:

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Owner: **Drove Primary School**
Date: **October 2018**

Approver: **Helen Swanson**
Version No.: **002**
Next review date: **October 2020**

Local Offer Link
(Will take you to the Swindon Borough Council Website)

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The White Horse Federation – Drove Primary School

Address:- Drove Road Swindon

Website:- <http://www.thewhitehorsefederation.org.uk>

School opening hours for the children:- 8:45-3.15 (KS1) 8.45-3.30 (KS2) Mon-Thurs and 8:45-13:00 on Friday

Point of contact:- Helen Swanson Principal 01793 818608 head@drove-pri.swindon.sch.uk

Type of Provision:- Primary Education

Number on Role : 743

Age range:- We cater for children aged 2 - 11

Admission arrangements:- Parents can apply to the school under the Swindon Borough Council admissions procedures and policies.

Partnership agencies:- We work with;

- Educational Psychologists,
- Speech and Language Therapists,
- Occupational Therapist,
- SpLD Advisory service ,
- ASD Advisory Service,
- TaMHS,
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive Technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Parent Partnership
- MASH
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- Nyland Campus Outreach Team
- Young Carers
- Early Help Hub
- Butterflies Family Centre

Curriculum:- The Early Years Foundation Stage Curriculum and National Curriculum for KS1 and 2 are followed.

Assessment:- We assess the pupil's progress and attainment six times a year, reported to parents at regular intervals through the year. Parents are invited to regular meetings to discuss their child's progress and attainment. In addition to this, parents are also invited to annual reviews for children with a Statement/ Education Health Care Plan for Special Educational Needs.

Transition:- Pupils visit the school with their parents at least once before their start date. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6.

Staff Expertise:- The SENCO is a fully qualified teacher, we also have a range of teachers who are expected and committed to having a good understanding and awareness of SEND. The school provides access to quality and effective CPD for all staff. Teaching Assistants are employed to support the learning needs of all the children. Some of these are employed for targeted support for children with high needs to enable them to access the mainstream curriculum. We also have pastoral support for all pupils when appropriate this includes a Learning Mentor and Family Support Worker.

Monitoring of the effectiveness of the provision:- There are robust systems in place for senior leadership staff and governors to monitor the effectiveness of the school provision these include;

- book scrutiny,
- progress meetings,
- lesson observations of all staff,
- monitoring of planning and
- provision mapping

Subject leaders also monitor the delivery of their subject and the progress made. Ofsted and the Local Authority visit the school on a rolling programme to monitor and make their judgment.

Equal Opportunities:- All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability.

Spiritual, Moral, Social and Cultural Curriculum:- This is core to the curriculum. This includes;

- School council, to which all pupils contribute
- Values Curriculum
- Pupil voice
- Build strong meaningful relationships between staff and pupils,
- Bullying of any kind is not tolerated

From the parent carer's point of view:

1. 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?

Special Needs concerns will be met as appropriate:

- *Transitional records from previous settings, support to continue as appropriate*
- *Parental concerns, the first point of contact would be the class teacher*
- *Identification from the school will include a meeting with the parent and then involvement as appropriate with Partnership Agencies*

2. How will the school support my child?

The school will support your child as they feel appropriate which may include;

- *A provision map that states how and when a child is supported with what resources and who is responsible for delivering the support*

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

The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. The child is then able to learn at his own level and make the progress s/he needs to make.

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

- *Regular parent/teacher interviews*
- *Informal conversations between parent/carers with the teacher*
- *Regular reports sent home*

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

The school's core work is ensuring the well-being of each child, through care, support and guidance in class and around school this includes;

- *JIGSAW curriculum,*
- *Enrichment activities*
- *Pupil Parliament*
- *Medical care plans/ personal care plans*
- *Some staff are trained in First Aid*
- *Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents.*
- *Learning Mentor / Pastoral care*

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

- Educational Psychologists,
- Speech and Language Therapists,
- Occupational Therapist,
- SpLD Advisory service ,
- ASD Advisory Service,
- TaMHS,
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Parent Partnership
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7. What training are the staff supporting children with SEND had or are having?

All staff have access to CPD which is tailored to the needs of the children linked to skills and through the Performance Management review process.

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

Access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

9. How accessible is the school environment?

The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment.

10. How will the school prepare and support my child to join the school or transfer to a new school?

- *New children visit with their parents at least once before their admission date.*
- *Where appropriate home visits take place.*
- *Transition meetings between Primary and Secondary schools take place as to transition meetings*
- *When children join from another primary school we transfer records and have meetings/ conference calls as needed and appropriate*

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

Support needed to write this section!

Things to consider;

- *Delegated funding*
- *Pupil premium*
- *Top up / additional funding for statement children*

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

- *Through internal assessment and where appropriate external assessment*
- *Provision mapping*
- *Meetings with teacher/parent and other professionals (where appropriate)*

13. Who can I contact for further information?

- *Pupil Services Officer (PSO) or School office 01793 818608 or admin@drove-pri.swindon.sch.uk.*

If you have any concerns at all, please contact the head teacher who will be happy to meet with you or refer you to other agencies if they may be more helpful.