



Head Teacher – Mrs L Collins
Deputy Head teacher – Mrs L Blackhurst

Local Offer

Joseph Turner Primary School is a good school and striving in the very near future to become outstanding. Our pupils are at the heart of everything we do, making sure they are safe, confident, healthy and happy. We are a very close team that work for the benefit of our pupils and parents. Close links with our parents enable us to make sure that the children are successful learners, who want to make a positive contribution to the wider community and their future.

Joseph Turner encourages an inclusive pathway to learning. According to Ofsted (May 2018) 'we continue to adjust and refine the school's approach, depending on pupils' needs. In all instances, you continue to work effectively with different organisations in order to provide tailored programmes to pupils and families in need of support. and 'progress in years 1 to 6 is good for all groups, including those from different abilities and from different backgrounds'.



Universal Offer

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- The school welcomes you and your child and take the time to discuss your child's needs before they start school.
- The school informs you about their policies and approaches to learning, including how they work with children who have learning difficulties.
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- The school should be able to tell you about the programmes which they are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. A list of the interventions offered are available in the SEN information report or in the school's SEN policy.
- We accurately assess the level at which your child is learning, this informs what and how we teach. Our teachers differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at an appropriate level.
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- The school will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person you should always know how well you are doing and what you need to work on to improve further.



- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.
- These interventions are sometimes at a level called Wave 2. The school will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make. They will meet with you at the end of the intervention period to discuss progress.
- School may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs Coordinator SENCo may talk to you about this. (All schools have to have a SENCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)
- The school will also be able to signpost you to support, advice and any extra curricular activities that may be available.



Additional SEN Support Offer

The Department for Education provides every school with funding that is different for each school, but is to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for a EHCP. What you could expect to see in school is set out below.

- School should discuss with you how their intervention programmes are helping to achieve these longer term goals and, if progress is slower, why this might be.
- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the school using all the strategies outlined at the Universal Offer then he/she may need a higher level of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- The school will continue to offer all the support and teaching strategies available at the Universal Offer level. The school will be able to tell you what programmes they have to support reading, writing, maths and emotional/behavioural difficulties that they assess will support your child.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language, moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.
- The school may/will ask for advice from an outside agency such as speech and language therapist, advisory teacher, Hearing Impairment /Visual Impairment teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests.



- School will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. These programmes may last as long as 20 weeks; you should be told how long the intervention will last and what progress is expected.
- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- You will be invited to a meeting which informs you about the programme or programmes to be used, why they have been chosen and what progress they are expecting your child to make. You should be invited to a review meeting to discuss progress.
- If your child has made progress then school will discuss with you:
 - whether there needs to be a further period of intervention;
 - if your child needs to use the strategies they have learned in the classroom for a period of time before putting a further programme in place;
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress, the school should consult with outside agencies to seek further advice on strategies and programmes.

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- If the outside agency makes an assessment, you will be invited into school to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.



- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the programmes used and meet with you and/or should offer you a meeting at least once a term.
- If you are not happy about your child's progress ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about the school's response to meeting your child's needs you must first raise your issue with the head teacher. If you are still unhappy raise your concerns with the Chair of Governors at the school. If you are still not satisfied, then register a complaint with the Local Authority at Sandwell Council House on 0121 569 7867. The Parent Partnership Service is also there to help and you can contact them on 0121 552 0047.



Statement of SEN

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education and Health Care Plan (EHP). If the LA agrees to begin the process; a EHP takes 20 weeks to complete. Your child will continue to be supported from the school's SEN resource while the Education and Health Care Plan is completed.
- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHP due to the complexity of their need.
- The EHP will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child.
- Your child will also have access to all the provision detailed on the school's provision map and in the Universal Offer which are appropriate to their learning needs
- Many children who need a EHP will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHP is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHP.
- If your child is not making expected progress then the school should request additional advice from outside agency staff or special school outreach staff that has additional expertise in respect of your child's difficulty.



Additional activities which are available for pupils with SEN

Wherever possible, children with SEN are able to access the same day trips, residential trips and before and after school activities as their peers. The school will follow the guidance and recommendations laid out in the Disability Discrimination Act to ensure that these activities are accessible to all. This may mean that where the planned visit or activity causes concern, alternative options will be looked at in order to provide as similar an experience as is possible. This will always be done through discussion with parents.

- For day trips linked to the curriculum, organising staff make every effort to ensure that these are appropriate and accessible for all children in the cohort.
- For residential and/or overseas visits, organising staff again make every effort to ensure that children with Special Educational Needs and Disabilities are able to participate.

Joseph Turner Primary School offers a wide range of after school activities and breakfast club. Where a parent of a child with Special Educational Needs or Disability wishes their child to attend, they should contact the school to discuss this. Where appropriate activities, resources, and staffing are available, every effort will be made to ensure that this additional provision is able to be accessed by all.





Joseph Turner Provision Map by SEN Category and Wave

SEN Category	Wave 1 – All pupils	Wave 2 – Catch up	Wave 3 - SEN
Cognition and Learning MLD and SpLD	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to word processor In class support from TA Focused group work with CT e.g. guided reading Read, Write Inc	Differentiated Read, Write Inc Groups Snappy Phonics (aka Sound Discovery) ELS BRP 1:3 Enable 1:1 reading with reading buddy/TA/CT Booster groups – Handwriting, Reading, Spelling and Snappy Maths Speed Up! Handwriting programme Inference training Rapid Reading Basic skills group Fast Lane Springboard Maths Max's Marvellous Maths Small group in class support from TA Focused group work with CT Sandwell Writing Intervention	1:1 Read, Write Inc Fresh Start 1:1 Additional Reading 1:1 Rapid Reading 1:1 Enable Plus 1:1 Rapid Maths 1:1 Reading for Meaning (comprehension) 1:1 Yes I Can Read programme Wordshark Symbol supported texts (Communicate in Print) 1:1 Memory skills training 1:1 5 minute numeracy/literacybox Dyscalculia Toolkit SENI (Sandwell Early Numeracy Test) 1:1 withdrawal 1:1 in class support 1:1 Precision Teaching Reciprocal Reading
Behaviour, Emotional and Social	Whole school behaviour policy Whole school / class rules Class reward and sanctions systems PSHE/ social games/circle time	Group reward system TA Support for unstructured times Beyond the Boxall Profile Strategies Playground Buddies Sulp Lego Therapy	Individual counselling Individual reward system Anger management training Peer mentoring Social skills training Circle of Friends Daily Meet and Greet WELLCOM Red – Big Book of Ideas
Complex Communication Disorders Speech, Language and Communication	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols and pictures (Widget) Structured school and class routines Signed Supported English	WELLCOM Amber – Big Book of Ideas In class support from TA with some focus on supporting speech and language Additional use of ICT e.g. Communicate in Print Social Use of Language Programme Talk Boost	Speech and Language input from SALT Speech and Language programme 1:1 by TA Support for alternative forms of communication e.g. Makaton signing Visual organiser ICT – Writing with Symbols 1-1 Withdrawal 1-1 In-Class Support Input from PT, OT or specialist nurse
Physical Disabilities/ Medical Conditions	Flexible teaching arrangements Staff aware of implications of physical impairment Medical support	Additional keyboard skills Additional handwriting practice Write Dance Access to equipment e.g. writing slopes, ergonomic pencils Motor skills programme for small group Fun Fit Write from the Start	Individual support in class during PE Physiotherapy/Occupational Therapy programme 1:1 with TA Access to ICT Access to specialist equipment e.g. Bambach chair Personalised Risk Assessment

