



Arnold Mill Primary School and Nursery

☎ 0115 9667930

Primary and nursery school for boys and girls aged 4 - 11 years.

Who to contact

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Where to go

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| Address | Arnold Mill Primary School Cross Street Arnold Nottingham Nottinghamshire |
| Postcode | NG5 7AX |

Other Details

Local Offer



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| Local Offer Age Bands | Primary (4-10 years) |
| SEN Provision Type | Universal |

Schools Extended Local Offer Response

1. What kinds of special educational needs does the school/setting make provision for?

Children with communication and interaction needs, cognition and learning needs, sensory, physical and/or medical needs, and social, emotional and mental health needs.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Through regular assessment and tracking, communication with parents. Approach the class teacher and/or SENCO (Special Educational Needs Co-Ordinator).

3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Through provision mapping, regular assessment, multi-agency reviews, structured conversations, parent questionnaires, annual consultation with parents on SEN Information Report, Disability Equality Scheme steering group meetings.

The SEN Information Report was last reviewed and amended after consultation with our school governors.

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Through regular structured conversations at which staff and parents set targets, home/school diaries, annual school reports, meetings prior to events where additional needs may be anticipated, and we have a general open door policy.

3.c) What is the school's approach to teaching pupils with special educational needs?

We are an inclusive school. We believe we give appropriate and consistent support from teachers, TAs (Teaching Assistants), CAs (Care Assistants), MDS (Midday Supervisors) and other adults in school as and when needed.

3.d) How will the curriculum and learning be matched to my child/young person's needs?

The curriculum is differentiated for all as is the support given. External agency assessment may be sought.

3.e) How are decisions made about the type and amount of support my child/young person will receive?

Through regular meetings between class teachers and the SENCO. Also through moderation across the family of schools and external agency input.

3.f) How will my child/young person be included in activities outside the classroom, including school trips?

Appropriate support will be given. All children have access to a range of activities out of the classroom ranging from sports clubs to chess, gardening to knitting. In addition there are specialised clubs offered to certain groups of children, for example, Boccia and construction club.

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

Generally we have a fully flexible approach to well-being and a 'can-do' attitude towards all. We encourage all children to be supportive and tolerant of each other. In addition we have nurture clubs, class nurture sessions and we run a planned PSCHÉ programme, TAs support children as and when necessary and we have outside agency support such as the school nursing team. We also have a full time Health Care Assistant, and an apprentice Health Care Assistant, who supports children's social and emotional needs as part of their role.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs coordinator (SENCO) and what are their contact details. Liz Anscombe office@arnoldmill.notts.sch.uk.

5. a) What training have staff supporting special educational needs had and what is planned?

There is comprehensive CPD (Continuous Professional Development) for all staff. Teachers and TAs access out of house training where necessary. Current information is cascaded to members of staff promptly through regular meetings. There are regular INSET days and staff and TA meetings. There is also training from the school nursing team and other outside agencies as and when needed. MDS (Midday Supervisors) and other adults in school are included in training where possible.

2017 - 2018 training on the following areas has been accessed - dyslexia, Lego Play Therapy, autism, MAPA, attachment, medical (asthma, epilepsy, anaphylaxis) and Down's syndrome.

A member of the TA team has received training to be an ELSA (Emotional Literacy Support Assistant) and this will increase to two members this year.

2017 - 2018 priorities for school are improving attainment and progress for all and engaging parents in children's learning.

5.b) What specialist services and expertise are available or accessed by the setting/school?

School nursing team, SALT (Speech And Language Therapy), Educational Psychology, Schools and Families Support Service, Community Paediatricians, CAMHS/EHWB (Child and Adolescent Mental Health Service/Emotional Health and Well Being), GAP (Gedling Area Partnership) Behaviour Specialists, other medical practitioners eg. physiotherapists and occupational therapists, Family SENCO, WAM (What About Me), ICT (Information and Communication Technology) service.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

School is fully accessible to all with an access plan which is regularly updated. School was built in 2007 so meets all Disability Act requirements. Any specialist equipment is applied for through the appropriate channels.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Through structured conversations and multi-agency reviews, and through the annual SEN parent questionnaire. We have an open door policy where parents/carers are welcome to make appointments with class teachers and/or SENCO. Some pupils have specific home/school diaries.

The SEN Information Report was last reviewed and amended after consultation with our school governors.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Through the annual children's questionnaire, and through an interview with a TA before each structured conversation where their views are sought. Some children also have short reviews with staff at different points of the day.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

Approach the class teacher. If they can't help then make an appointment with the SENCO. If your problem is still unresolved then follow the school complaints procedure.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SEN governor meets with the SENCO each term and supports the school where possible.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

On the school website and through literature displayed on the school premises.

12. How will the school/setting prepare my child/young person to: i) Join the school/setting?

Through visits to school, transition booklets, home visits, communication between parents and staff, other agencies and staff, and staff with colleagues, and annual parents' meeting.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

Through transition programmes, extra visits, transition booklets, pen portraits, communication between parents and staff, other agencies and staff, and staff with colleagues, and transition questionnaires.

iii) Prepare for adulthood and independent living?

By providing a balanced curriculum and encouraging each child to fulfil their potential. Also by ensuring every child feels happy, safe and secure.

13. Where can I access further information?

On the school website or by visiting school.