

LINDFIELD PRIMARY SCHOOL LOCAL OFFER SEPTEMBER 2025

Question 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?	• Teachers know the children in their class well • Regular Pupil Progress meetings are held • Class teacher raises concerns • Conversations with previous school/nursery • Transition meetings at school entry if existing SEND in place • Termly parents consultation and open door policy • Parents can talk to class teacher or SENCo
Question 2 How will school staff support my child?	• Every child will be supported according to their need • The teacher or SENCo will collaboratively plan and explain with you a programme of special support • This plan will be reviewed with you regularly at termly meetings
Question 3 How will the curriculum be matched to my child's needs?	• Class teachers use adaptive teaching methods and scaffold teaching and learning to meet the needs of all children in their class. This will ensure that your child's needs are being met. • Use of the Ordinarily Available Inclusive Practice within classrooms to meet all children's needs. • Use of adaptive methods and interventions where gaps are identified.
Question 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?	• Parents are regularly invited in to school to discuss the progress of their child • Intervention programmes and ILP's regularly reviewed to see how the child is doing • Class teachers and the SENCO are always willing to talk to parents though it may be advisable to make an appointment through the school office as teachers often have meetings to attend after school

	• Parents are often invited to workshops that help them know how to support their child in a certain area e.g. reading • Home school books, reading journals, curriculum forecasts, homework grids
Question 5 What support will there be for my child's overall wellbeing?	• Your child's class teacher and TA are the first port of call in supporting your child • Learning Mentor sessions • Zones of Regulation sessions in class and in small groups • Play therapist working one day a week • Family and Child Support worker available through Enabling Families referral • The school has a number of staff who are fully trained first aiders and has a policy for the safe administration for medicines • The school has a range of school councils through which the children can contribute their views • Children involved in own target setting • A range of outside agencies may be available to support your child
Question 6 What specialist services are available at or accessed by the school?	• The SENCO can signpost you to the most appropriate agency to support your child • Schools can refer children to the following services as appropriate... (subject to waiting lists) Child Development Team, Speech and Language Service, CAMHS, School Nurse, OT, physio, Social Communication and Learning Behaviour teams
Question 7 What training are the staff supporting children and young people with SEND had or having?	• National Award for SEND accreditation • Dyslexia Friendly, Autism Aware, Communication Friendly Classroom, Narrative therapy, Social Stories, team teach, play Leaders, Peer mediators, epilepsy aware, epipen, Meditracker, CPOMS use
Question 8 How will my child/young person be included in activities outside the classroom including school trips?	• Preparing children for the trip (visual timetable/social stories) • Resourcing and accessibility round school (ramps, handrails) • Resourcing extra adult support if necessary

	• Risk assessments (pre visit by adults or the child) • Discussion with parents and address any needs
Question 9 How accessible is the setting?	• Ramps, hearing loops, accessible toilets, showers. • Use of signs around school • Delegation of budget to ensure equipment and facilities are up to date and in working order • Regular auditing of provision. looking at individual needs to see what is required. • Reasonable adaptations following professional reports and recommendations according to individual needs.
Question 10 How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	• Pre-visits to Secondary school and additional visits as required • Transition mentor visits primary school • Transition booklets • SENCO from Secondary meets with parents and SENCO from primary school • Published transition programmes - Paperwork transferred to Secondary School • Primary school liaises with Secondary School after transition
Question 11. How are the Academy's resources allocated and matched to children's/young people's special educational needs?	• The parents of children with EHCP's will be encouraged to apply for a personal budget. • Resources are allocated according to needs, particularly if children require specialist equipment, additional adult support and intervention programmes. • Liaison with parents and a deeper understanding of the child's needs to decide what resources are most appropriate.
Question 12. How is the decision made about what type and how much support my child/young person will receive?	• Discussion between parents and school to decide what child's need are and how best to support them. • Access to external agency advice. This will be signposted by SENDCo

	• Termly meetings with parents and staff involved to discuss progress made and any adaptations to provision that is required to include support in class, small group work and 1:1. • Impact of intervention to be measured and reported regularly.
Question 13 How are parents involved in the Academy? How can I be involved?	• Parent consultations • SENCO consultations • Communication books • Parent questionnaires • Parent Council • News letters • Homework • Open afternoons • Information sessions • Workshops
Question 14 Who can I contact for further information?	• Class teacher • SENCO – Claire Batchelor • Headteacher – Marcus Still • Parent/Carer Partnership