Palatine Primary School: Local Offer

How does Palatine Primary School Support my child?
All staff at Palatine will support pupils. Each child will be in a class group led by a teacher and supported by teaching assistants. They are responsible for providing academic, social and emotional support for your child. They will keep in regular contact with you through 'Daily News' (home school communication books) and parents meetings where you will have input into your child's programme.
How will the curriculum be matched to my child's needs?
All children have their individual learning journey mapped in response to their progress through our curriculum. As far as possible children are encouraged to take ownership of their key personal targets and staff work with them to understand how they are doing. Each child's progress is discussed twice yearly and specific intervention plans written to support those for who may not be making the progress we would expect. Different class groups have different focuses and children are allocated to the most appropriate class to meet their individual needs. All lessons are planned to meet the specific needs of the pupil group and for some pupils' highly personalised learning is provided. Pupils with PMLD follow a highly personalised ImPACTS curriculum.
How will we know how my child is doing and how will you help me support my child's learning?
You will have the opportunity to meet with staff twice a year at parents' evenings. At these meetings you will have the opportunity to discuss your child's individual 'steps'; their targets and their progress towards meeting these. Each term you will receive an information sheet detailing planned learning and suggesting learning that could take place at home to supplement that learnt in school. This is available on the school website. You will also be invited to an annual meeting for the annual review of your child's statement or EHCP. Teachers meet with senior staff at least twice yearly to review pupils progress. Progress data is held centrally and the deputy head teacher supports staff in analysing pupils progress.
What support will there be for my child's overall wellbeing?
The assistant head teacher (DSLs) and class teachers have responsibility for the welfare of all children. They can access educational psychology, social services and therapeutic professionals as required. All staff take safeguarding and the welfare of pupils very seriously and staff receive regular training in

these areas.
What specialist services and expertise are available at or accessed by Palatine Primary School?
Specialist school nurses are based at Palatine Primary School. Support from the NHS comes from the Physiotherapy team, Speech and Language Therapy team and Occupational Therapy team. We are supported by consultant paediatricians. We are a partner in the TIS (therapies in schools project). Sensory support team and educational psychology support is provided by the local authority. We work closely with social services including names social workers and family link workers. All staff are experienced in working with a range of pupils with complex needs and undertake regular ongoing training to ensure we offer the best service to our pupils and their families.
What training are the staff supporting children with SEND having?
All staff have ongoing training in a range of special educational needs and disabilities. Staff are trained in the therapeutic management of behaviour and Price (positive handling and restraint reduction) and manual handling. All receive regular safeguarding training. Signing, PECS and other communication strategies (as required) also feature as part of our regular training programme. Staff also receive First Aid training and specialist medical training is provided as required for staff working with specific pupils. Training is provided to staff in regular twilight sessions and through an INSET day programme.
How will you help me support my pupils learning?
When your child starts at Palatine you will receive an information pack with suggestions about activities you can undertake with your child to prepare them for school. Once at school, each term you will receive a plan for the term providing ideas of the support you can give your child with the particular programme being followed for that term. As appropriate your child will receive reading to do at home. Our parents' evenings are a key time for you to discuss specific targets and strategies to support your child. We have provided training for parents in specific strategies and our aim is to increase this.
How will I be involved in discussions about and planning for my child's education?
You will be invited to an annual review each academic year where these plans will be discussed and decisions made. A copy of these will always be sent to you. You will also be invited to parents evenings twice a year when your child's current targets will be agreed with you and their progress celebrated.
How will my child be included in activities outside the classroom including trips?
The community is a vital part of our learning environment and all pupils have the opportunity to experience learning and practice their developing skills in the community. Staff work hard to ensure that all activities are as accessible

as possible and appropriate variations are provided as required. Regular visits are planned to support social skills, numeracy, literacy and communication skill development as well as to reinforce and extend topic-based learning. Pupils in year 6 have the opportunity to access a residential.
How accessible is the school environment?
There are 2 bays for people with disabilities in the car park and the school is on one level with wide corridors. In addition, we have toilet facilities for those with disabilities and a number hygiene rooms. Pupils can access the pool via hoists and there are hoisting facilities across the school (in an increasing number of classrooms). A mobile hoist is also available to enable pupils to access the trampoline.
How will the school prepare and support my child as they enter the setting and leave for the next stage in their education and life?
Staff visit new pupils in their current settings and for preschoolers at home. Children are also encouraged to attend transition events before joining school. All new pupils and their families receive a pack with pictures of facilities, key staff and pupils in their class to be used to familiarise them with their surroundings. Each year pupils receive this as they move through the school. We work closely with staff at local secondary schools to support pupils in moving on. Staff from these schools are encouraged to visit pupils in class and attend an end of year progress meeting. Pupils attend a number of transition afternoons in their next placement bespoke to their specific needs. The majority of our pupils move onto Oak Grove College with pupils from Herons Dale School.
How are the schools resources allocated and matched to children's SEN?
The school uses its entire designated schools grant to support and develop resources (including staffing) to support all our pupils. We also undertake fundraising and grant applications to support this so we can provide the highest quality services for our pupils.
How are parents involved in schools? How can I be involved?
Parents are formally involved through parents' evenings and annual reviews. There are also regular opportunities to come into celebration events. The friends of Palatine run a number of events over the year and monthly coffee mornings are held for parents. We believe we are a community at Palatine and we encourage you to be involved!
Who can I contact for further information?
Please contact Sophie Ward, PA to the senior leadership team who can direct you to the person most able to help you. Our number is 01903 242835. Or visit WSCC Local Offer https://westsussex.local-offer.org/