



SEND Local Offer

2016

What is the Local Offer?

The Local Offer is the SEND provision for children and young people. It sets out the information and services available to support disabled children and children with SEND and their families. The information will set out what is available at Mab's Cross Community Primary School to help children with SEND as well as options available to support families who need additional help to care for their child.

1. How does the school know if children/young people need extra help?

At Mab's Cross Community Primary School, we are at all times strive to identify children with SEN at the earliest stages of the primary education by:

- Teacher observation (our day-to-day knowledge of a child's behaviour and performance indicators)
- Expression of concern (from the pupil themselves, parents/carers, staff or an outside agency)
- Diagnostic teaching
- Information from parents
- Foundation Stage Profile
- Close links with Health Service (via school nurse, health visitors, G.P)
- Fischer Family Trust materials
- Considering progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- National Curriculum teacher assessments
- Performance against National Curriculum age-related expectations
- Performance against National Curriculum end of Key Stage expectations
- Standardised screening and assessment tools
- Information from other schools
- Boxall Profile

Although standardised tests are an aid in identifying a need, more often a child's needs are recognised by the class teacher. These needs will be discussed with the SENDCo (Special Educational Needs Co-ordinator) and with the Head Teacher at pupil progress reviews.

2. What should I do if I think my child/young person may have special educational needs?

If you think that your child may have special educational needs, you should make your concerns known to their class teacher. He/she will then discuss your child's needs with the SENDCo so that strategies can be put in place to support your child.

3. How will school staff support my child/young person?

Once a child has been identified and placed on the SEND register, procedure, as set out in the Code of Practice 2014, is carefully followed. All registered children have access to the National Curriculum along with their peers, working at an appropriate level.

- Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a child has needs related to more specific areas of their education, they will receive focused support as part of an intervention group. The interventions will be reviewed regularly throughout the year by all involved in order to inform future planning.
- Occasionally a child may need more specialist support from an outside agency. Referral forms are completed in conjunction with parents/carers and submitted to the most appropriate agency. The child will be assessed and any recommended programmes of support will be followed up by school.
- Our Designated Child Protection Officer is our Head Teacher Mrs A. Poole who is responsible for monitoring Safeguarding and Child Protection procedures.

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

- Every child has their work differentiated by the class teacher enabling them to access the curriculum at a level appropriate to their learning.
- If a child has been identified with SEND, a member of staff may be allocated to work with the child on a 1:1 basis or in a small focus group to target their specific needs.
- Where required, specialist equipment will be identified to support the children e.g. writing slopes, concentration cushions, pen/pencil grips, specific software, the purchase of specific speech and language programmes.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Formal and informal assessments are carried out throughout the year to monitor progress. Parents are invited to contribute to IEP's and annual reviews. IEP's are reviewed at least termly and more frequently for children with greater needs. Regular monitoring and review of provision takes place on a termly basis and IEP's and provision maps are reviewed, developed and monitored to take account of pupil's progress. Opportunities are available throughout the year for parents to attend parent's evenings. They can also arrange to see teachers by appointment.

6. What support will there be for my child's overall well-being?

Every member of staff is committed to ensuring the well-being of all children. Mab's Cross Community Primary School offers a wide variety of pastoral support for children who are encountering emotional/social difficulties.

These include:

- A member of staff in school who is readily available for children who wish to discuss issues and concerns.
- Specific interventions and communication groups such as Circle Time, Social Stories, 'Talking Partners' and 'Time to Talk.'
- Counselling sessions

Where required, referrals will be made to specialist outside agencies such as the Educational Psychology Service, Speech and Language, or Child and Adolescent Mental Health Service (CAMHS).

Children with medical needs

If a child has a significant medical need a detailed Health Care Plan will be compiled with you and an appropriate member of staff. Where necessary this will be supported by an external healthcare professional.

- Health care plans are shared with all staff and are regularly reviewed.
 - First aid training is regularly up-dated.
 - Specific Healthcare training will be delivered by a healthcare professional to meet particular needs eg Epilepsy, Asthma
- Our Intimate Care Policy and Supporting Children with Medical Conditions Policy also support our children's health and well-being.

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

The school Link Teacher visit school regularly. Their role is to carry out assessments with children on the SEND register who have not made sufficient progress through the SEND support they have already been given. They will provide support and advice on the most appropriate action and provision to take. They also act as an advisor on many aspects of SEND provision in school and on ways in which to secure Local Authority SEND funding.

The Educational Psychologist visits the school. Their role is to assess children applying for Educational Health and Care Plans and to offer advice and support about all matters of SEND.

Both the Link Teacher and the Educational Psychologist are involved in our planning meetings which take place twice a year. These meetings help determine the level of SEND support required and any action needed.

- Other agencies include:
- TESS (Targeted Educational Support Service)
- Sensory Services (service for visually and /or hearing impaired)
- Parent Partnership/mediation/Conciliation Services
- EMAS (Ethnic Minority Achievement Service)
- CAMHS (Child and Adolescent Mental Health Service)
- Travellers Service
- Gateway (Family Support)
- Social Services
- Complex Needs Nursing Team
- Virtual Schools Team (Support for Looked After children)
- Outreach Support
- Speech and Language Therapy
- Occupational Therapy
- School Nurse

8. What training are the staff supporting children with SEND having?

Every year, an on-going cycle of staff training is delivered or updated so our teaching and non-teaching staff have the appropriate skills to support our children. These have included training sessions on:

- Team Teach (restraint/de-escalation)
- Attachment
- Soundwrite (Phonics)
- Fischer Family Trust
- Maths Recovery
- Autism
- Numicon (Maths)
- R Time
- Positive behaviour management
- Boxall Profile
- Talking Partners
- Talking Tables
- Nurture Talk
- Elklan – Speech and Language provision

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

Activities and school trips are accessible to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during this activity in addition to usual school staff.

Please refer to our Inclusion Policy for further information.

10. How accessible is the school environment?

Our school environment is accessible and provision would be made for wheelchair use. Each need would be assessed and provision put in place. We are happy to discuss individual access requirements.

Our Equality Scheme and Accessibility Plans are regularly updated.

11. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At Mab's Cross Community Primary School we understand what a difficult time it can be joining or moving schools. We have many strategies in place to enable the child's transition to be as smooth as possible. These include:

- Meetings between previous or receiving nurseries/pre-schools, schools prior to the child joining/leaving
- Meet and Greet sessions for Nursery and Reception children
- High School transition programme
- Additional High School visits for children who need extra time in their new school
- Information sharing between new schools

- Transition Clubs through the Gateway Team
- Individual transition programmes for children with significant needs

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's need.

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

It is recognised that the great majority of pupils who have SEND can be met effectively under the school-based strategies, without statutory involvement of the Local Authority. Each school adopts a graduated approach to identification, assessment and planning and reviewing of pupils with special educational needs which has regard to the recommendations proposed in the Special Educational Needs Code of Practice 2014. The decision around support needed will be made by a variety of people depending on the need of the child. The class teacher, SENDCo, parents and outside agencies will be involved as and when necessary. Support is allocated according to a child's individual needs based on a range of evidence including observations, teacher/test assessments and recommendations from outside agencies. It can include:

- Additional sessions within school
- Intervention groups
- 1:1 Support
- Communication Groups
- Nurture
- Precision teaching
- Behaviour support
- Outreach support
- Support from other external agencies

14. How are parents involved in the school? How can I be involved?

We encourage open, positive and regular contact with parents to share information, advice and practical help. The experience, knowledge and views of parents are invaluable in helping us to meet a pupil's needs. Parents are invited to contribute to IEP's and annual reviews and to meet class teachers at Parents Evenings. The SENDCo and teaching staff are happy to arrange meetings with parents at more frequent intervals when there is need. If you have any concerns please call school to arrange a meeting.

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact your child's class teacher in the first instance.