

Local offer for Children with Special Educational Needs



Life in all its fullness, John 10:10
*Our vision is for all in our school community:
 to have hope for the future,
 to grow in kindness and compassion,
 to know we are loved by God and valued for who we are,
 regardless of religious faith, gender, ethnicity or sexual orientation.*

<i>Date of last review and future reviews</i>	<i>Updates / changes since last review</i>	<i>Chair of Governors</i>
<i>This offer was reviewed in October 2019 and supersedes all previous offers relating to this area. Implementation is with immediate effect and review is at the Headteacher's discretion.</i>	<i>No significant changes</i>	<i>Maria Parker</i>

Pupils with Special Educational Needs are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. At St Margaret's, we aim to be as inclusive as possible with the needs of pupils with a Special Educational Need(s) and or disabilities being met in a mainstream setting wherever possible.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND OR DISABILITIES at St Margaret's

School based information	Staff	Summary of responsibilities
Who are the best people to talk to in	Class Teacher Inclusion Leader	Is responsible for: <ul style="list-style-type: none"> Ensuring that all children have access to good and outstanding teaching and that the curriculum is adapted to meet

	<p>Headteacher</p> <p>that your child's needs are met.</p> <ul style="list-style-type: none"> The Headteacher ensures that the Governing Body is kept up to date about any issues in the school relating to SEND.
	<p>SEND Governor</p> <p>Is responsible for:</p> <ul style="list-style-type: none"> Making sure that the school has an up to date SEND Policy. Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school receive support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the school
- Staff who may visit the school from the Local Authority central services such as the ASD Outreach Team , Dyslexia Team, Speech and Language Therapy (SALT) Service.

	Types of intervention provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND	Class teacher Consistently good or outstanding classroom teaching	<ul style="list-style-type: none"> The teacher will have the highest expectations for your child and all pupils in the class. All teaching is based on building on what your child already knows, can do and can understand. Planning different ways of teaching so that your child is fully involved in learning in class. This may involve more practical learning or providing different resources adapted for your child. Providing specific strategies to enable your child to access the learning task. 	All children in school receive this.
	<p>small group work</p> <ul style="list-style-type: none"> led by a teacher or most often a Teaching Assistant who has had training to lead 	<ul style="list-style-type: none"> The class teacher consistently monitors your child's progress and will have identified a gap in their understanding/learning and needs 	Any child who has specific gaps in their learning.

	<p>these groups.</p> <p>These are called Intervention groups</p>	<p>some extra support to close the gap between your child and their peers.</p> <ul style="list-style-type: none"> Your child's teacher will provide specific targets and tasks to help your child to make more progress. We call this personalised learning 	<p>Any child identified by the class teacher as needing extra support in school.</p>
	<p>Specialist groups run by external agencies e.g. Speech and Language therapy or Occupational Therapy groups</p> <ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team External agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to external agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be invited to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an external agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing certain aspects of teaching to support them better Support to set targets which will include specific professional expertise Your child's involvement in a group run by staff under the guidance of the external professional, eg, speaking and listening groups The school may suggest that your child needs some agreed individual support or group support in school. 	<p>Children with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.</p>
	<p>Specified Individual support for your child of more than 20 hours in school.</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Leader, external agencies as needing a particularly high level of support which cannot be provided from the resources</p>	<ul style="list-style-type: none"> The school (or you) can request that the Local Authority to carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Lewisham web site: The LA will decide whether your child's needs are complex, enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong needs Need more than 20 hours of support in school

	<p>already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for pupils with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>support</p> <p>An EHC Plan may be required; this will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</p> <ul style="list-style-type: none"> • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
<p>How will we support your child with identified special needs when starting school?</p>	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to meet with the Inclusion Leader • If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts. • We may suggest adaptations to the settling in period to help your child to settle more easily. 		
<p>How can I let the school know I am concerned about my child’s progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child’s progress you should speak to your child’s class teacher • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Leader or Headteacher. • If you are still not happy you can speak to the school SEND Governor. 		
<p>How will the school let me know if they have any concerns about my child’s learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher will raise this with the Inclusion Leader. • The school also have pupil progress meetings each term between the class teachers and Headteacher to ensure all children are making good progress. • If your child is identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. 		

<p>How is extra support allocated to children?</p>	<ul style="list-style-type: none"> • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Headteacher and the Inclusion Leader discuss all the information they have about SEND in the school, including: • children receiving extra support already • children needing extra support • children who have been identified as not making progress • All resources/training and support are reviewed regularly and changes made as needed.
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<p>Who are the other people providing services to children with SEND?</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Professional training for staff to deliver medical interventions • Play Therapist
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<p>How will the teaching be adapted for my child with learning needs or SEND?</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis to meet your child's learning needs and increase your child's access to the curriculum
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<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • Your child’s progress is continually monitored by the class teacher. • progress is reviewed formally every term for Reading, Writing and Maths as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. • The Inclusion Leader will also monitor that your child is making progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> • Home/school book • Letters/certificates sent home • Additional meetings as required • End of year report
<p>What support do we have in place for you as a parent of a child with an SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child’s class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. • The Inclusion Leader is available to meet with you to discuss your child’s progress or any concerns , worries you may have. • Homework will be adjusted as needed to your child’s individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
<p>How have we made this school physically accessible to children with SEND?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs.

<p>We recognise that ‘moving on’ can be difficult for a child with SEND</p> <p>How will we support your child when</p>	<p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the new school’s Inclusion leader and ensure he/she knows about any special arrangements or support that needs to be made for your child. • We will make sure that all records about your child are passed on securely
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<p>they are leaving this school?</p>	<p>When moving class in school:</p> <ul style="list-style-type: none"> Information will be passed on to the new class teacher in advance and a TAC meeting will take place with the new teacher. <p>In Year 6:</p> <ul style="list-style-type: none"> The Inclusion leader will attend the Primary Transition Day to discuss the specific needs of your child with the Inclusion Leader of their secondary school, Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in school.
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GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personalised Learning Plan
SEND	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan (2014)
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder