

St Margaret's Local Offer for Children with Special Educational Needs or Disabilities.

Updated January 2017

INCLUSION STATEMENT:

As an educationally-inclusive school St Margaret's is one in which the teaching and learning achievements, attitudes and well being of every child and adult matters. We take practical steps to promote tolerance and understanding of diversity, thus preparing the child for life in a multicultural society.

This is more than a concern about any one group of children. Its scope is broad. It is about equal opportunities for all children whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of children within a school, such as:

- **Boys and girls**
- **Minority ethnic and faith groups**
- **Children who need support to learn English as an additional language**
- **Children with special educational needs including physical disability**
- **Gifted and talented children**
- **Children "looked after" by the local authority**
- **Children of differing age – e.g. summer born children**
- **Children with differing learning styles**

The Governors recognise the individuality of all children and the fact that they are at different levels of development, physically, emotionally, intellectually and socially. The Staff and Governors' work to their best endeavours to support the pupils and staff in achieving the best possible development in each area for every child within the levels of resources available to them.

Staff recognise the need for differentiation in setting tasks for their pupils. The teaching staff who identify a particular pupil who is experiencing a problem, either socially, emotionally or intellectually, consult with the Inclusion Manager and Headteacher. Discussion then follows outlining the best way of meeting pupils' needs, using resources from within school, or centrally funded advice. Regular reviews are held between the Inclusion Manager, class teacher, Headteacher and parents.

PUPILS WITH DISABILITIES

It is the expressed wish of the Governing Body in their Access Policy (2006) to give all pupils access to both our buildings and the curriculum. The school is well placed to provide physical access for pupils, parents and visitors with disabilities. This provision has been significantly improved over the last decade with the provision of ramps and a lift to the newer part of the school. All parts of the building can be accessed by wheelchairs. Classrooms are generally light and airy with just one narrow corridor existing from the original 1960's building. Access to the curriculum are managed by teachers and classroom support staff by • differentiating work to meet the needs and abilities of the children • classroom equipment clearly labelled and accessible • furniture organised to enable ease of movement around the room and special furniture used • providing modified work for pupils • use of ICT • relevant staff to learn sign language • staff wearing microphones to help hearing impaired children

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEND Code of Practice 2014 (Assess, Plan, Do, Review). A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class

teacher will consult with both you and the school SENCO (Special Educational Needs Coordinator) in order to decide whether additional or different provision is necessary. In addition to the usual assessment, there are specialist assessment tools which we use to explore the reasons for any difficulties for some children. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

1. How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEN Code of Practice 2014. A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with both you and the school Inclusion coordinator in order to decide whether additional or different provision is necessary. In addition to the usual assessment, there are specialist assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

If you have a concern about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SENCO and Inclusion Manager (David Milner-Smith).

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

In addition to the regular parent meetings, you will be kept regularly informed of your child's progress through your child's targets set out in their Individual Learning Plan. This will identify the next steps for your child to make progress and how the school and you can help them. We also include the children by discussing their targets, what they find difficult and how they can contribute to their own learning.

Progress will be monitored and reviewed regularly to ensure that both you and your child can express your views and are fully involved in decisions. Regular contact may be communicated through a home/school link book, emails, telephone calls or meetings.

Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having special educational needs. The named Inclusion Coordinator for the school is Mr David Milner-Smith. A member of the Governing body, Mr James Nicholl, takes particular interest in special educational needs, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The school may support your child in a variety of ways depending on their individual needs. The first way is within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher. An additional provision may be through targeted small group work that takes place out of the classroom. Your child's targets will be set by the class teacher in collaboration with the SENCO/Inclusion Coordinator at half termly pupil progress meetings. A further level of provision may involve your child working individually with a member of staff to meet specific targets. Initially, the class teacher will oversee your child's progress with support from relevant learning support staff.

We also recognise that children who are looked after by the local authority will need additional support and we work with the West Sussex Virtual School to meet the needs of the children.

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

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These targets are set out in an ILP (Individual Learning Plan) and recorded on the school's Provision Map. We also create case studies for all SEND children. These detail support that is additional to or different from that provided as part of the School's usual differentiated curriculum.

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

Our school strives to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible.

5. How is the decision made about what type and how much of support my child/young person will receive?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school SENCO will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents.

6. How are the school's resources allocated and matched to children's/ young people's special educational needs?

The school receives money on an annual basis to support provision for special educational needs. This is based on the number of pupils on roll who are on the 'SEN register' and this varies from year to year. The money is allocated annually by the Governing Body when setting the school's budget. It is used to pay for staffing and resources which support children with special educational needs throughout the school.

On top of this resource, there may be additional funding from the Government and West Sussex County Council to support individual children on specific programmes. This includes 'Pupil Premium' money and additional funds for children with a Statement of Special

Educational Need.

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

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity. We also organise pre-visits and our Learning Mentor will support children by producing a booklet of photographs so that she can familiarise them off-site visit.

8. What support will there be from my child's overall well-being?

We aim to develop children's emotional and social well-being in partnership with parents and carers. In some cases this may be provided by specialist support from our Learning Mentor who supports parents and children in addressing the needs of learners who require assistance in overcoming barriers to learning in order to achieve their full potential. Healthcare plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupil, and they are monitored and reviewed at agreed intervals.

9. What specialist services and expertise are available for access by this school?

External support services play an important part in helping the school identify, assess and make provision for children with special education needs.

These include:

- Yearly visits from our nominated Educational Psychologist for the school. We can also request a telephone consultation when we feel that we need their specialist advice
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service and Physiotherapy Service
- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- Advice and support from the school nurse and community paediatrician (Child Development Centre or CDC).
- Multi-agency meetings (known as the Early Help Planning Forum), with representatives from Children and Family Services, Social Care and Health. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- Targeted support for families on a variety of issues through the Family Resource Team.
- Referral to the Education Welfare Service.

Before the school make any referral to a specialist service we will always discuss this with parents to ensure that they have a full understanding of any decisions made.

10. What training are the staff supporting children and young people with SEND had or are having?

We audit training needs for staff taking into account school priorities in relation to the current needs of specific children and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. The SENCOs of each school within the Angmering Locality meet together each term to share good practice and this is a strength of our group of schools.

We also work closely with the Angmering ASCEND (Angmering Schools Collaboration in Educational Needs and Disability) which was formally created by the Angmering Locality Group of Schools (ALG) in 2014. It is a collaborative school-to-school network that ensures that all children and young people in the locality and beyond have the support they require to succeed at school and in life. Part of this includes planning professional development opportunities for staff involved in supporting children with Special Educational Needs and Disabilities.

11. How accessible is the school environment (indoors and outdoors)?

Our school has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.

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

There are opportunities for parents to be involved in supporting children with their reading. Parents are also involved in off-site visits. (If you are interested in becoming involved please talk to your child's class teacher).

We also have a Parent Group (St Margaret's Friends) who meet regularly to organise fundraising events to support the financing of extra resources which can be used to support the children's learning.

13. Who can I contact further information?

The first point of contact will always be your child's class teacher. The SENCO at this school is Mr David Milner-Smith and the Learning Mentor is Mrs Lorraine Sharp: both are available if further assistance is necessary.

14. How will the school prepare and support my child/ young person to join the school transfer to a new setting or the next stage of education in life?

When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place.