



SEND Local Offer 2017

The SENDCO (Special Needs Co-ordinator) is: Mrs Beverley Tate Brier Deputy SENCO: Mrs Jackie Heydon

We run an open door policy, if you have concerns talk to your child's class teacher or the SENDCO. We will always listen to you and take your concerns seriously. We know that you have a huge amount of knowledge about your child and in conjunction with our school views and observations, we can help build a better picture of what your child needs.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND) and what are their responsibilities?

Class Teachers are responsible for:

- Ensuring that all children have access to Quality First Teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENDCO as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's Inclusion Policy is followed in their classroom and for all the pupils they teach with any SEND.

Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are, involved in supporting your child's learning, involved in reviewing how they are doing and is part of planning ahead for your child.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist.
- Making sure that there are accurate records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write SEND Support plans.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Teaching Assistants (TAs)

- A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and their duties may include:
- Supporting the child in class (sometimes on their own and sometimes in a group)
- Delivering specific intervention work as specified on an Provision Map
- Liaising with external agencies
- Pastoral and personal care support
- Recording and reporting on the child's progress in lessons to the teacher and SENDCO
- Attending SEND Reviews

Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governors are responsible for:

- Making sure that the school has an up to date Inclusion 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.

How will I know how Monkwood Primary Academy supports my child?

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.
- The teacher will keep in touch with you about your child and the progress they are making, you can also share any anxieties you might have about your child.

Specific small group work:

- Children's progress is carefully monitored and If your child is struggling or has gaps in their understanding/learning they may need some extra support.
- The Teacher/specialist will plan group sessions for your child with targets to help your child to make more progress.
- A Teaching Assistant/teacher will run these small group sessions using the teacher's plans, or a recommended programme.
- Groups may address learning and support with reading, writing or maths and also may support behavioural issues e.g. Nurture, Social Group, Buddy system Positive play

Referrals:

- If your child has been identified as needing more specialist input in addition to quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made the Teacher/SENDCO will talk to you about your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside 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 some aspects of teaching to support them better
 - Support to set targets which will include their specific professional expertise.
 - Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
- The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not satisfied that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Headteacher.
- If you are still having concerns you can speak to the school SEN Governor.

How will the school let me know if they have any concerns about my child's learning in school?

Our system for early identification of SEND is that we begin by gathering evidence in the form of observations, which we record on an 'Initial Concern' form. We discuss our concerns with parents during our Parent Consultation Days, then if they are in agreement, we place the children on our SEND register and then on a provision map. We set short term targets and put in place resources and support to enable them to progress, taking into account how the child learns best. We track the impact of these interventions on the provision map half termly. If we feel that further support is required, we speak to parents, and we may refer to LSS/ EMHST or ACT. We arrange for parents to meet with the professional involved as required and then implement the recommendations of any report promptly.

How are the adults in school helped to work with children with a SEND and what training do they have?

- The SENDCO's job is to support the class teacher in planning for children with SEN.
- The school has a school identifies training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)

- Class Teachers plan lessons according to the specific needs of all groups 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.
- Specially 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 if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will I know if my child is doing well?

- Your child's progress is continually monitored by class teachers on a daily basis through their class work.
- A variety of assessment tools are used to keep track of their progress, which is discussed with senior staff at termly Pupil Progress meetings to ensure all of our children are making good progress. We also review the provision for individual children and if required this is then adjusted to meet their specific needs.
- We share children's attainment and progress with parents at parent meetings.
- At the end of Year 2 and Year 6 all children are formally assessed using Standard Assessment Tests (SATS).
- At the end of Year 1 the children are formally tested using the Phonics Screening Check.
- In July your child will be provided with a written report which details their attainment.

How will you help me to support my child's learning?

- All parents are encouraged to contribute to their child's education. We feel that this has a greater effect on the child's progress when school and home are working collaboratively.
- We can suggest activities and games that you can do with your child to support their learning.
- Parents meetings are held termly to allow parents to talk to staff about their child's learning. Parents are always welcome to talk to staff about their child's progress, or any difficulties they might be experiencing in between parents' meetings.
- Where there are significant needs more formal review will be required, to which parents will be invited as well as informal discussions with the SENCOS and professionals from external agencies.
- We place great importance on the child's and parent's views, wishes and aspirations when setting provision and targets.

How accessible is the school environment?

- At school we are happy to discuss individual access requirements and adapt our Access Plan as required so that it meets the needs of all of our children. At present in school we have:
- All classes are at ground level.
- Access ramps to the mains doors.
- We can access specialist equipment if required.

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

- Activities and trips are made as inclusive as possible and available to all children.
- Risk assessments are carried out prior to a trip and reasonable adjustments will be made where necessary to ensure all children can access the enrichment opportunities fully.
- Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate. This may require 1:1 support from a teacher or teaching assistant.
- Monkwood Primary Academy has a variety of extra-curricular clubs that are available for every child to access regardless of need.

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

- At Monkwood Primary Academy, we aim to meet and support the emotional and behavioural development of our children through our provision.
- All class teachers are readily available for pupils who wish to discuss issues or concerns and we pride ourselves on the strong relationships built between teacher and child.

Our Inclusion team (Mrs Brier, Mrs Heydon and Mrs Colley) provides support and guidance to help children overcome social, emotional and behavioural problems that can act as barriers to their learning.

The Inclusion Team can:

- Work with children to raise self-esteem and confidence
- Listen when children who need someone to speak to.
- Help with attendance and punctuality.
- Help settle new children into school
- Offer support and advice to families and children

Programmes:

- Bereavement counselling
- Anger Management
- Lego Therapy
- MAST Counselling
- Socially Speaking
- Time to Talk
- The development of social skills
- Lunchtime club (for children who struggle during unstructured play)
- Changing families, divorce and separation

How will we support your child when they are leaving this school? OR moving on to another class?

- If your child is moving to another school we will make sure that all records about your child are passed on as soon as possible.
- Before children move classes they spend short periods of time with their new class teacher in their new classroom e.g. a story at the end of the day. Before the beginning of the summer holidays they spend a whole day in their new classroom with their new class teacher. Some children who we think may struggle with transition have many more visits so that they are familiar and feel comfortable in their new environment.
- In Year 6 the SENDCO will discuss the specific needs of your child with the SENCO of their new secondary school and up to date reviews will be sent. Staff from the secondary school will visit your child and begin to build relationships with them. Children will be invited to visit their new secondary school and SEND children will have extra transition visits to their new school. Parents are also invited to the secondary school to meet the SENDCO.