



St. Mary's Church of England Primary School

Local Offer for Special Educational Needs and Disability (SEND)

St. Mary's Church of England (Aided) Primary School

Be the best I can in the love of Christ

At St. Mary's School we aim to:

1. Create a caring Christian community in which everyone is valued and able to learn and grow together in the love of Christ;
2. Inspire all our children to develop enquiring minds and a lifelong love of learning;
3. Release potential through a broad and creative curriculum;
4. Sustain an environment in which independence, respect and resilience will flourish;
5. Nurture strong relationships between home, school, church and the wider community;
6. Empower the children to become responsible local, national and global citizens.

The Local Offer

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities aged 0-25 years.

This is called the Local Offer.

The intention of the Local Offer is to improve choice and transparency for families.

The Local Offer must include information about the provision the local authority expects to be available for children and young people with special educational needs regardless of whether or not they have Education, Health and Care Plans.

This document tells you a bit more about St Mary's Local Offer and how we can support your child in order to reach their full potential.

ST MARY'S LOCAL OFFER

How will the school know if children need extra help and what should parents do if they think their child may have special educational needs?

- ✓ We have a system of rigorous on-going monitoring and regular assessments that track individual pupil progress and identifies next steps.
- ✓ Observations and assessments are carried out by relevant staff at the school and by external agencies where required.
- ✓ Information gathered from previous schools or pre-schools, as well as from parents, teachers and outside agencies is used to inform and determine each child's specific needs.
- ✓ Close communication between the school/pre-school/parents and outside agencies is vital to our approach and we value and welcome others' opinions and concerns.
- ✓ If you think your child may have special educational needs you should speak to the class teacher

How will staff at the school support children with special educational needs?

- ✓ Your child will be supported by the class teacher and other members of the team working in that particular year group.
- ✓ Your child's education programme will be planned by the class teacher in partnership with Mrs Cresswell (SEN Teacher) and/or Mrs Dutson (Head/Inclusion Leader) and in consultation with parents.
- ✓ In all year groups class teachers, teaching assistants and members of the inclusion team work alongside each other and with your child to ensure that planned intervention programmes and support is carried out.
- ✓ The school has a designated Special Educational Needs and Disabilities (SEND) Governor who is involved with SEND issues and developments across the whole school and who reports termly to the Governing Body on the progress of SEND children.
- ✓ Mrs Dutson (Head/Inclusion Leader) and Mrs Cresswell (SEN Teacher) monitor the effectiveness of SEND interventions and use this information when planning additional support.

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

- ✓ Following on-going monitoring and regular assessments all work is appropriately differentiated to match each child's specific needs.
- ✓ Regular meetings to review children's progress ensure that the individual needs of all children are met.

How will I know how my child is doing and how will you help me to support my child's learning?

- ✓ Regular meetings are set up between parent/class teacher and Mrs Dutson (Inclusion Leader). Learning Support Assistants may also meet with parents.
- ✓ Termly review of education plans.
- ✓ An open door policy where parents can discuss progress/issues/concerns with the class teacher and other staff.
- ✓ A range of communication links which may include home/school contact book, class and school newsletters.
- ✓ Parents invited in to meet staff delivering support/intervention programmes and information leaflets given to all parents.
- ✓ Class assemblies and open days.
- ✓ Parent consultation evenings and annual written report.
- ✓ A range of Information is provided to support parents in helping their children learn eg: booklets relating to phonics, reading, writing and number
- ✓ Parent information evenings to enable parents to become more directly involved in their children's learning.

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

- ✓ Staff members trained in first aid, epi-pen, Managing Medicines and any other relevant training
- ✓ All staff receive annual Safeguarding Training and we have two senior staff members who are Designated Members of Staff for Safeguarding.
- ✓ Staff member trained as a Learning mentor
- ✓ Experienced Inclusion Leader who has completed appropriate training.
- ✓ School has well established policies and practices in relation to managing behaviour, dealing with bullying, encouraging racial acceptance etc.
- ✓ External support from outside agencies such as Social & Caring Services, Learning Support, Child and Adolescent Mental Health Service, Educational Welfare etc.
- ✓ Children's views are also sought and included in the decision making process.
- ✓ Children's views can also be shared via the School Council and through pupil questionnaires.
- ✓ As a church aided school we can also offer pastoral support via one of our churches- please speak to the Headteacher.

What training have the staff supporting children with Special Educational Needs and Disabilities had or are currently having?

- ✓ Experienced Inclusion Leader who has completed appropriate training.
- ✓ Staff are trained in the delivery of a variety of interventions to meet a wide range of individual needs.
- ✓ All staff have had behaviour and disability awareness training.
- ✓ Key staff have been trained in the use of physical restraint.
- ✓ Future staff training will be based on the needs of individual children.
- ✓ All teachers have Autism and Dyslexia training.
- ✓ All support staff have training in Autism Awareness and Speech and Language.

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

When a specific need is identified specialist services and expertise may be accessed through:

- ✓ Alternative Provision Team
- ✓ Child and Adolescent Mental Health Service (CAMHS)
- ✓ Child Development Centre
- ✓ Children and Young People's Planning Forum
- ✓ Educational Psychology
- ✓ Educational Welfare
- ✓ Ethnic Minority Advisory Team
- ✓ Family Link Worker
- ✓ Learning Inclusion Advisory Team
- ✓ Occupational Therapy
- ✓ Physiotherapy
- ✓ Primary Mental Health Worker
- ✓ School Nursing Service
- ✓ Sensory Support
- ✓ Social & Caring Services
- ✓ Social Communication
- ✓ Solutions
- ✓ Speech & Language Therapy
- ✓ Think Family
- ✓ Traveller support

And any other appropriate agencies that may be currently available

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

- ✓ All off-site visits require parental permission and full risk assessments are carried out.
- ✓ All risk assessments are overseen by Mr Tombling, (Educational Visits Co-Ordinator) and approved by Mrs Dutson, (Head teacher).
- ✓ A Learning Support Assistant will accompany the child on a trip if we feel this to be necessary.
- ✓ All residential visits are also approved by the Governors and sent to the Local Authority for approval.
- ✓ Parents are informed of all off-site and outdoor learning events and their views are actively sought.
- ✓ Parents may, on occasion, be invited to attend off-site activities.

How accessible is the school environment?

- ✓ Accessible toilet.
- ✓ Lift
- ✓ All areas of the school are accessible for wheelchair users- ramps outside many doors.
- ✓ Where necessary the school will engage the support of outside specialist services to support communication with parents whose first language is not English.
- ✓ The acquisition of specialist equipment and facilities will be negotiated with the Local Authority.

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?

- ✓ Pre-school liaison meetings between school, parents, pre-school settings and, if appropriate, outside agencies.
- ✓ Visits to the school for parents and new pupils.
- ✓ Carefully planned transition between classes and key stages.
- ✓ Additional visits to new school for SEND or vulnerable pupils.
- ✓ Transition meetings held between Mrs Dutson (Inclusion Leader) Mrs Cresswell (SEN Teacher) and current class teacher and staff at new school.

How are the school's resources allocated and matched to children's special educational needs?

- ✓ Resources, including additional staff, are allocated in accordance with the specific needs of children at the school at any given time.

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

- ✓ The results of rigorous on-going monitoring and regular assessments as well as observations and assessments carried out by specialist staff and outside agencies will be carefully scrutinised by the class teacher and Mrs Dutson, (Head/Inclusion leader).
- ✓ Parents will also be consulted.
- ✓ The class teacher and Mrs Dutson (Head/Inclusion leader) will then make the decision about what type and how much support a child should receive.
- ✓ An Education Plan may then be written with the parents and, if appropriate, the child.
- ✓ The impact of that support will be monitored through careful evaluation of any Special Educational Needs interventions and the continued monitoring and assessment of each individual child.

How are parents involved in the school?

- ✓ Decisions about the day to day organisation and management of the school are made by Mrs Dutson (Head) in consultation with senior staff.
- ✓ Parental surveys are carried out regularly and parents are encouraged to make use of the Ofsted Parentview website.
- ✓ In specific cases the views of individual parents or groups of parents may also be sought.
- ✓ Parents are actively encouraged to make use of our 'Open Door' policy.
- ✓ Parents are encouraged to keep up to date with school events by checking the school website which includes a comprehensive calendar of events to which parents are invited.
- ✓ All parents automatically become members of the Home School Association and are encouraged to support the Committee and become involved in fundraising and social events.
- ✓ Parent volunteers are actively encouraged. A DBS will be required.

Who can I contact for further information?

- ✓ A parent's first point of contact would be the class teacher.
- ✓ Any serious concerns should be raised with Mrs Dutson (Head /Inclusion leader) or other member of the Senior Leadership.
- ✓ Mrs Dutson (Inclusion Leader), Mrs Cresswell (SEN Teacher), Mrs Carter (Learning Mentor) and other specialist staff including Learning Support Assistants and class Teaching Assistants may also be involved in your child's education.
- ✓ When considering a place at this school prospective parents are asked to visit the school to meet with Mrs Dutson (Head/Inclusion Leader)
- ✓ The school website will also contain useful information: www.stmarysschoolhorsham.co.uk
- ✓ For further information about children and young people with Special Educational Needs and Disabilities in the Horsham area, have a look on this website:
<http://compass-support.org/index.html>