

# St Margaret's School Offer

## **1. How does St Margaret's school know if my child needs extra help?**

We know when pupils need help if:

- ❖ Concerns are raised by parents/carers, school staff, outside agencies or the pupil's previous school
- ❖ There is a lack of progress identified through termly Pupil Progress Meetings or through ongoing observations and assessments
- ❖ There is a change in the pupil's behaviour or wider circumstances causing a change in the pupils approach to learning or development
- ❖ A pupil asks for help

### **What should I do if I think my child may have Special Educational Needs (SEN)?**

- ❖ If you have concerns then arrange to meet and discuss with your child's teacher in the first instance
- ❖ A further meeting may follow with the SENDCo, if needed

## **2. How will St Margaret's school support my child?**

- ❖ All pupils' learning needs are planned for by the class teacher to ensure quality first teaching. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.
- ❖ If a pupil has needs related to more specific areas, such as spelling, handwriting, social & emotional learning, numeracy & literacy skills for example, then they may be given additional targeted support in a personalised way. This will be delivered by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed to ensure progress. Parents/carers will be informed if their child is in receipt of this support and are welcomed to discuss this with us at any point.
- ❖ Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head teacher, members of the Senior Leadership Team and the SENDCo to discuss the progress of the pupils in their class. This shared discussion may highlight any current learning needs in order for further support to be planned.
- ❖ Occasionally a pupil may need further support from an outside agency such as the Child Development Centre, Occupational Therapy, Speech & Language Therapy or the School Nurse etc. Referrals will be discussed with parents/carers and forwarded to the most appropriate agency. After assessment, recommendations or advice will be given to the school and parents/carers.
- ❖ The Governors of St Margaret's school are responsible for entrusting a named person/s to monitor Special Educational Needs, Safeguarding and Child protection procedures (see schools own policy). Governors are involved in reviewing and monitoring the effectiveness of all school provisions.

## **3. How will the curriculum be matched to my child's needs?**

- ❖ When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum.
- ❖ School support staff may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

- ❖ If appropriate specialist equipment may be given to the pupil e.g. writing slopes, fiddle aids, pen/pencils grips or easy to use scissors.
- ❖ When the differentiated curriculum is not sufficient to meet the pupils' needs, targeted intervention will be put into place and where appropriate, will involve outside agencies.

#### **4. How will I know how my child is doing?**

- ❖ You will be able to discuss your child's progress termly at Structured Conversations with the class teacher.
- ❖ If you have concerns then contact your child's teacher in the first instance. Appointments can be made to speak in more detail to the class teacher or SENDCo by contacting the school.
- ❖ Individual Learning Plans (ILPs) are sent home termly for those pupils requiring school support. Targets will be agreed between the school, parents/carers and the pupil, where appropriate.

#### **How will St Margaret's School help me to support my child's learning?**

- ❖ The class teacher will suggest ways of supporting your child's learning.
- ❖ The SENDCo may meet with you to discuss how to support your child.
- ❖ Where appropriate, other professionals may meet with you discuss strategies to use if there are problems with a child's emotional needs for instance.
- ❖ If outside agencies or the Educational Psychologist have been involved, suggestions and intervention programmes may be provided that can be used to support the learning of your child either at home or in school.

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

The school offers a wide variety of pastoral care to support the well-being of all pupils. These include:

- ❖ Members of staff readily available for pupils who wish to discuss issues and concerns. The class teacher is the initial point of contact for both parents and pupils.
- ❖ At lunchtime, experienced staff may provide fun games and activities to help develop pupils social skills and enable them to form friendships. Buddies and play leaders may also help pupils out on the playground
- ❖ The Learning Mentor role provides additional support to pupils and families. This may include working with the family to support the pupil or through group or 1:1 sessions with the pupils. This may be in class or out of class and may include discussing concerns, solutions and support being put into place.

#### **Pupils with medical needs**

- ❖ If a pupil has a medical need then a detailed Health Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. This will clearly identify any specific training required to support the individual medical need.
- ❖ In order for the school to do this, we ask parents/carers to keep us up to date with pupils current medical needs.
- ❖ Where necessary and in signed agreement with parents/carers medicines are administered in school

## **6. What specialist services and expertise are available at or accessed by the school?**

At St. Margaret's school we have a Specialist Support Centre (SSC) that particularly supports pupils with physical disabilities but is available for all pupils to access if they need to. Special Support Assistants (SSAs) work with pupils to support their physical needs.

The SSC is well-resourced to support a wide range of physical and learning needs throughout the school.

Within the SSC we have a Sensory room that provides stimulation, and yet is also a calming space.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- School nurse
- Speech & Language Therapy Service
- Occupational Therapy and Physiotherapy Services
- Child Development Centre
- Family Link Worker
- Social Communication Advisory Team
- Learning & Behaviour Advisory Team
- Sensory Support Team- Visual and Hearing Impaired
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officer
- Social Services
- Educational Psychologist

## **7. What training have the staff supporting children with Special Educational Needs and/or Disabilities had or are having?**

- ❖ One of the SENDCo's roles is to support the class teachers and other adults in planning for children with a SEND.
- ❖ These training needs are tailored to individual pupils.
- ❖ The training needs of staff are met through county training and in school training, by the SENDCo, staff or relevant outside agencies as appropriate.
- ❖ The school nurse service and various health professionals are readily available to support St Margaret's with Health Care Needs.

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

- ❖ We aim to include children in all parts of the curriculum and we aim for all children to be included in activities outside the classroom including school trips.
- ❖ Risk assessments are carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.
- ❖ Sometimes a parent may be asked to accompany the child or alternative arrangements will be discussed.

## **9. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ Ramps in all areas of the school where there are stairs to make the building accessible to all

- ❖ Two accessible toilets with full changing facilities and one other accessible toilet upstairs
- ❖ Wide doors and corridors throughout school
- ❖ A lift and Evac Chair up to our second floor year 6 classrooms
- ❖ Disabled parking and taxi drop off directly into our Specialist Support Centre (SSC)

We continually review the accessibility of our school environment to ensure it meets the needs of our school community (see School Accessibility Plan).

## **10. How will we support your child when they join or leave St Margaret's or move to another class?**

We understand what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

If your child is joining our school in Reception:

- ❖ The reception team will visit most pre-school settings for a transfer of information and to find out about the children
- ❖ The SENDCo may also visit some nursery settings
- ❖ Follow up home visits are arranged for the beginning of the autumn term
- ❖ Meetings with the team are arranged where necessary

If your child is moving to another school or joining us from another school:

- ❖ We will contact the new/previous SENDCo and ensure any special arrangements or support needed to be made for your child are passed on
- ❖ We will make sure all records about your child are passed on as soon as possible and these are obtained for any pupil joining us
- ❖ Meetings or phone calls between the previous or receiving schools prior to the pupil joining/leaving may be arranged between class teachers
- ❖ Additional visits may be arranged to visit the new school, where needed.

When moving classes in school:

- ❖ All pupils attend a transition visit where they spend time with their new class teacher in July of each year
- ❖ Information will be passed on to new class teachers in advance of the move
- ❖ Some children are provided with a Transition booklet, containing photos of the new classroom environment and staff, to help them prepare for the change.

In Year 6:

- ❖ Secondary school staff visit pupils prior to them joining their new school
- ❖ The SENDCo or appropriate members of staff from the primary and secondary schools meet to pass on information regarding pupils with Special Educational Needs (SEN) and those from vulnerable groups
- ❖ The normal induction programme to secondary school may be elaborated through additional visits to the school
- ❖ Where a pupil may have more specialised needs, a separate meeting may be arranged with the primary SENDCo, an appropriate member of staff from the secondary school, the parents/carers and the pupil.

## **11. How are St Margaret's resources allocated and matched to children's Special Educational Needs (SEN)?**

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

- ❖ Additional provision may be allocated after discussion with the class teacher at the pupil progress meetings or if a concern has been raised with them at another time during the year.
- ❖ If any concerns are raised, on completion of the assessments, further support or resources may be allocated to your child.
- ❖ Individual Pupil Premium payments are used to support pupils learning and well-being (see Pupil Premium information on school website).

## **12. How is the decision made about how much support my child will receive?**

- ❖ A decision about how much support is allocated is dependent on the level of need and impact of interventions.
- ❖ If the pupil has an Education, Health and Care Plan (EHCP), we always ensure that the statutory requirements are met (as a minimum).
- ❖ We also seek and follow guidance from other professionals working with the pupil/family and take on board the wishes and feelings of the child and parents/carers.
- ❖ The pupil and parents/carers are consulted and informed when planning interventions and are informed about the impact and outcomes of support and of next steps.

## **13. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education.

This may be through:

- ❖ Discussions with the class teacher
- ❖ During Structured Conversations
- ❖ During discussions with the SENDCo or other professionals

Parents are encouraged to be active in discussing their child's school support with their class teacher and can request a meeting at any time.

## **14. Who can I contact for further information?**

If you wish to discuss your child's educational needs or are concerned about something regarding your child's schooling please contact one of the following:

- ❖ Your child's class teacher
- ❖ The SENDCo or your child's phase leader
- ❖ The Head teacher
- ❖ SEND Information and Advice Service - SEND IAS (for an independent body)