



# Maryport Church of England Primary School

## Local Offer of services available to support children with SEND and their families.

Question	Answer
How does the school know if children need extra help and what should I do if I think a child may have special educational needs?	<p>We know when pupils need help if:</p> <ul style="list-style-type: none"> <li>❖ Concerns are raised by parents/ carers, teachers or the child</li> <li>❖ Liaison with the Infant school</li> <li>❖ Limited progress is being made such as: the child is performing significantly below age related expectations</li> <li>❖ Concerns are raised about changes in behaviour or self esteem is affecting progress</li> <li>❖ Information shared by external agencies such as: health diagnosis through paediatrician</li> </ul> <p>What should I do if my child may have special educational needs?</p> <ul style="list-style-type: none"> <li>❖ The class teacher is the initial point of contact for responding to parental concerns.</li> <li>❖ A meeting can be arranged to discuss things further with the school special educational needs coordinator (SENDCo) Mrs H Holliday or the Head teacher.</li> <li>❖ We pride ourselves in building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.</li> </ul>
How will school staff support my child?	<p>Who will oversee, plan, work with my child and how often?</p> <ul style="list-style-type: none"> <li>❖ Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.</li> <li>❖ Our SENDCo oversees all support and progress of any child requiring additional support.</li> <li>❖ If a pupil has needs relating to more specific areas of their school life, such as: nurture, spelling, numeracy and literacy skills etc then the pupil will be placed in a small focused group. This will be run by the teacher or teaching assistant. The length of time for intervention will vary according to need and will be reviewed each half term to ascertain the effectiveness of provision and to inform future planning. These interventions will be recorded on the school provision map.</li> <li>❖ Parents will be informed of any additional intervention which are necessary to meet your child's needs.</li> </ul>



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	<ul style="list-style-type: none"> <li>❖ Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership team to discuss the progress of pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.</li> <li>❖ Occasionally, a pupil may need more expert support from an outside agency such as: Speech and Language or Autistic Spectrum Conditions etc. A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/ carers.</li> </ul> <p>Who will explain this to me?</p> <ul style="list-style-type: none"> <li>❖ The class teacher will meet with parents as necessary to discuss your child's needs and support and update on progress.</li> </ul> <p>How are the Governors involved and what are are their responsibilities?</p> <ul style="list-style-type: none"> <li>❖ The Governing body of the school has a nominated SEN Governor who is responsible for the monitoring of SEN provision in school. The SENDCo reports to the governors every term to inform them about the progress of children with SEND. This does not refer to individual children and confidentiality is maintained at all times.</li> <li>❖ The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.</li> </ul>
<p>How will the curriculum be matched to my child's person's needs?</p>	<ul style="list-style-type: none"> <li>❖ When a pupil has been identified with special needs, high quality teaching will be differentiated by the class teacher to enable them to access the curriculum more easily. We aim to be inclusive in all areas of our curriculum.</li> <li>❖ Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or a small focused group to target more specific needs.</li> <li>❖ If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENDCo each term. IEPs will be discussed with parents at Parents' Evenings and a copy given to them.</li> <li>❖ If appropriate, specialist equipment may be given to the pupil. E.g. writing slopes, pencil grips, enlarged keyboards etc.</li> </ul>



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<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>How will I know how my child is doing?</p> <ul style="list-style-type: none"> <li>❖ We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is progressing.</li> <li>❖ We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs, if necessary, a home-school communication book may be used or other communication tools such as See-Saw.</li> <li>❖ You will be able to discuss your child's progress at parents' meetings.</li> <li>❖ As a school we measure children's progress in learning against National expectations and age related expectations.</li> <li>❖ Class teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6 using a variety of different methods.</li> <li>❖ Children who are not making expected progress are picked up through pupil progress meetings.</li> </ul> <p>How will you help me to support my child's learning?</p> <ul style="list-style-type: none"> <li>❖ We can offer advice and practical ways you can help your child at home.</li> <li>❖ If your child has an IEP, there will be suggestions for parental involvement at home to support progress.</li> <li>❖ External specialists may provide suggestions and programmes of study to be used at home.</li> </ul>
<p>What support will there be for my child's overall well being?</p>	<ul style="list-style-type: none"> <li>❖ We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.</li> <li>❖ The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support.</li> <li>❖ The Rainbow Room is our nurturing facility which provides pastoral care and support to vulnerable pupils.</li> <li>❖ Through Kidsafe sessions, pupils are taught about relationships and keeping safe.</li> <li>❖ Through our Forest School sessions, we develop children's emotional resilience. Outdoor education is seen as a very important part of our curriculum for the well being of all children and staff.</li> </ul>



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	<ul style="list-style-type: none"> <li>❖ Trained nurture group designated person</li> <li>❖ Social and emotional nurture group planning matched to the needs of the pupils (identified through Boxhall profiles)</li> <li>❖ Social and emotional progress is measured and tracked on a half termly basis.</li> </ul>
What specialist services and expertise are available at or accessed by the school?	<p>We have support staff who are specialised in many different areas of need that include reading, writing, numeracy and more specific aspects of nurture such as bereavement. At times, it may be necessary to contact the Local Authority and outside agencies to consult their more specialised expertise.</p> <p>The agencies used by school include:</p> <ul style="list-style-type: none"> <li>❖ Autistic Spectrum Conditions team</li> <li>❖ Educational Psychologist</li> <li>❖ CAMHS (Child and Adolescent Mental Health Service)</li> <li>❖ Speech, Language and Communication team (SLC)</li> <li>❖ Inclusion Officer</li> <li>❖ Social Services</li> <li>❖ Children's Nurse</li> <li>❖ And others...</li> </ul>
What training is the staff receiving or have completed to support children with SEND?	<ul style="list-style-type: none"> <li>❖ All staff have received Autism Awareness training level 1, the SENDCo has received level 2 training.</li> <li>❖ The Specialist teachers for Autism and Severe Learning Difficulties regularly visit school to offer advice for individuals to inform Individual Education Plan targets.</li> <li>❖ The Nurture Group training</li> <li>❖ All staff have received Dyslexia Awareness training.</li> <li>❖ 5 teachers are trained in using the Dyslexia portfolio materials and the BPVS pack to identify children's needs and strategies for support.</li> <li>❖ Catch up Literacy</li> <li>❖ Three members of staff are trained in the delivery of Reading Intervention.</li> <li>❖ Maths Recovery</li> </ul>



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	<ul style="list-style-type: none"> <li>❖ Training in delivering reading and spelling/phonics programmes.</li> <li>❖ All staff have received Team Teach training.</li> <li>❖ Specific medical advice from health professionals for children with Epilepsy, Diabetes and Anaphylactic shock.</li> <li>❖ All staff have relevant Paediatric and Adult First Aid Qualifications.</li> <li>❖ Training linked to specialist resources purchased to support children with SEN e.g. Clicker 6 software, Numicon etc.</li> </ul> <p>This is not an exhaustive list, it will be added to as needs arise.</p>
How accessible is the school environment?	<p>As a school, we are happy to discuss individual access requirements.</p> <p>Facilities we have at present include:</p> <ul style="list-style-type: none"> <li>❖ The school site is wheelchair accessible from the Camp Road entrance. A pressure pad is fitted to the main entrance.</li> <li>❖ 3 disabled toilets</li> <li>❖ Wide doors in some parts of the building.</li> <li>❖ Our allotment area is accessed via a ramp and has raised beds to facilitate gardening from a wheelchair.</li> <li>❖ A lift is fitted to make the dining hall accessible from the school.</li> </ul>
How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?	<p>Many strategies are in place to enable a pupil's transition to be as smooth as possible.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>❖ Discussions between the previous and receiving schools, prior to the pupil joining/leaving.</li> <li>❖ Enhanced transition arrangements for a small group of targeted pupils (1 x weekly visits for the summer term with Secondary school staff)</li> <li>❖ All pupils attend a transition session where they spend some time with their class teacher.</li> <li>❖ Additional visits are also arranged for pupils who need extra transition time for Year 2-3 and Year 6-7.</li> <li>❖ Year 3 teachers visit local feeder schools to meet the children and collect personal information in preparation for the new academic year.</li> <li>❖ More transition materials are used to prepare a child for their new secondary setting.</li> <li>❖ Year 7 teachers from Secondary schools visit children in Year 6 prior to transition.</li> </ul>



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<p>How are the school's resources allocated and matched to children with special educational needs?</p>	<ul style="list-style-type: none"> <li>❖ Information sharing is crucial to enable a shared understanding of the child's needs.</li> <li>❖ The SEN budget is allocated each financial year. The money is used to provide additional support and resources dependent on an individual's needs.</li> <li>❖ Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another child during the year.</li> </ul> <p>Resources may include:</p> <ul style="list-style-type: none"> <li>❖ In class Teaching Assistant (TA) support</li> <li>❖ Withdrawal with TA or teacher for 1:1 or small group work</li> <li>❖ Additional teacher placed in classroom.</li> <li>❖ Pre teaching</li> <li>❖ Reinforcement activity-post teaching</li> <li>❖ Enhanced supervision at breaks and lunchtimes</li> <li>❖ Equipment e.g. iPads supporting communication</li> <li>❖ Provision of specified supported programmes e.g. Reading Intervention and Maths Recovery.</li> <li>❖ Teaching resources targeted on meeting identified need.</li> <li>❖ Alternative curriculum provision</li> <li>❖ Aids and adaptations specific to the pupil</li> </ul>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> <li>❖ These decisions are made in consultation with the class teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.</li> <li>❖ During their school life, if further concerns are identified, due to the pupils lack of progress or well-being, then other interventions will be arranged.</li> </ul>
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> <li>❖ If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the SENDCo (Mrs H Holliday).</li> <li>❖ Cumbria SEND IAS Service offers impartial information, advice and support to children and young people with special educational needs and or disabilities and their parents and carers</li> <li>❖ <a href="https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/its/parentpartnership/">https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/its/parentpartnership/</a></li> </ul>



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