



*Together we succeed; Today we achieve.*

## New Marske Primary School Local Offer - July 2014

### **1a. How does the school identify children with special educational needs?**

At transition points from nursery to KS1 or KS1 into KS2:

- o Information gathered during transition meetings from one class teacher to another.
- o Information directly from the parents during parents meetings twice each year or whenever informal meetings arise. Further meetings between parents and school SENCO or other appropriate members of staff when necessary;
- o Transfer of data from early years foundation profile, KS1 and KS2 SATS results as well as ongoing data collection;
- o Review meetings for students with EHC plans (statements),
- o Meetings between primary SENCOs and class teachers, support staff and parents to share any concerns and worries and place plans into actions.

As pupils of New Marske Primary School:

- o Throughout foundation profile schools and KS1 SATS assessments in core subjects;
- o Data used to identify SEND or to inform provision already in place;
- o Data collection at strategic points through the year are looked at by the senior staff and the SEND staff to identify if there are any concerns from the data that need further investigation;
- o Daily monitoring of need through assessment periods five times per year;
- o Teachers inform SEND team of any concerns;
- o SENCO investigates further and may carry out more in-depth assessments of needs either in response to data or staff concerns;
- o If required the school will bring in external professionals to further assess and give recommendations for appropriate provision.

### **1b. How do we involve parents in planning for those needs?**

- o Parents are invited into school prior to children starting school for taster sessions and there are also a range of home visits arranged by the Early Years Co-ordinator.
- o Parents are actively encouraged to share any concerns with teachers either informally through our 'open door' policy or through more formal meetings such as parents' evenings.
- o A parent meeting for new starters is also planned before children begin school and any mid-year starters will meet with the Headteacher and class teacher before they start school;
- o For pupils with an EHC(statement) meet with parents at parents evenings, annual reviews and as required throughout the year;
- o For pupils with additional needs, the contact is far more frequent with the class teacher, support teacher or SENCo (Miss Hill), as the need arises;
- o Students with EHC have regular contact with the SENCo and meetings with parents are far more frequent;

- We actively encourage parents to share their concerns about their children as early as possible so that parents, school and child can all work in partnership to ensure that their needs are met fully at home and in school.
- IEPs are shared at parents' evening as well as provision maps, informal meetings occur throughout the year when a child's needs change.

**1c. Specialist School Provision:**

- Greengates School for children with high additional needs. This is for children who it is felt need a period of transition in a small class situation to address their individual needs for three terms before transition back into mainstream school;
- Entry requirements.
- LA funded provision;
- Increasing specialism in behaviour;
- Facilities for and expertise meeting the needs of students with find transition into mainstream school challenging;
- Half of the school day is placed at Greengates, the other half is back in their mainstream class to allow gradual transition to take place.

**2a. Who in school will support my child and how will this be monitored?**

- SENCO (Deputy Headteacher) will have overall charge of all pupils on the SEND register and will oversee monitoring and evaluation of progress and provision;
- All teachers at New Marske Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the New Code of Practice;
- Children who are registered as SEN support, in line with the SEN code of practice 2014, will have termly planning and evaluation meetings with yourselves and the student to oversee the plan, monitor progress and evaluate any interventions.
- Children with an EHC (statement) will have their progress and reviews with Deputy Headteacher SENCO;
- Quality first teaching is supported by a team of SEND support staff who have differing specialisms. However, always central to this is breaking down barriers to learning and helping SEN students to move forward with their learning and progress.

**2b. How are decisions made about the type and amount of provision a young person will need?**

- From talking to parents and the children, to understand and establish what they see as the priority;
- Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a student;
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a child;
- The amount of provision is decided in line with the needs of the student;
- For example this could be a short term programme of work such as a half term of input on a specific area of need or longer term in class support;
- Effectiveness of any intervention will be monitored throughout with a full evaluation at the end or at review points to ascertain progress towards objectives;

- Review of all intervention and provision will be evaluated at least termly.

### **3. Curriculum:**

- Overall curriculum structure is directed by the government and the National Curriculum;
- All children have an entitlement to study the full curriculum;
- Differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;
- Especially within core subjects groups are set within ability bands (KS2) and this leads to differentiation to the levels children are working at using quality first teaching and ensuring that targets are stretching and attainable.
- Teachers will ensure that all pupils are fully included in the curriculum by modifying their teaching style or support within the class.

### **4. Accessibility:**

- New Marske Primary School is fully wheelchair accessible;
- Disabled toilet is available by the front entrance, there are no shower facilities currently.
- We respond to the needs of our children as they arise, purchasing equipment and resources as they are required and recommended i.e. Treetops for our children with motor co-ordination delay.

### **5. Parental Involvement:**

- Daily monitoring of progress, rewards and behaviour through daily to day teaching may require continuous contact with parents from school staff;
- Parental access to the school's data system through half termly reports allows parents to see their child's progress in the following areas: attendance, progress made and targets to improve learning further.
- School reports to all parents through 5 data assessment periods and by two opportunities to meet with teachers at parents evenings and parent consultation day each year;
- The school monitors progress through a cycle of assessment, reviewing data and interventions. These are used to inform meetings and set new objectives;
- Pupils who require additional support will have termly meetings between parents, pupils and class teacher possibly including SENCo.
- During these meetings progress and evaluation of interventions will take place;
- Class teachers will be available to explain next steps in your child's learning and discuss with you how you could support this;
- Students with an EHC will also have termly progress meetings as well regular contact with the SENCo.

### **6. Overall Well-being:**

- The Headteacher has overall charge of the school and in particular pupil progress and pupil welfare;
- Class teachers have the role of ensuring pastoral well-being is in place and works with the Headteacher to ensure progress and well-being;

- Teaching Assistants also have the role of ensuring the well-being of all pupils are being met, passing concerns to the class teacher.
- Pupil voice begins in the form of school council that represent views to the teacher (Mrs. Park) who then passes their views to the Senior Leadership Team. Children can contribute their views through this forum.
- Parental Support Worker supports children who are having difficulties with attendance and any outside issues that may be affecting their attendance, progress and well-being.
- School nurse is accessible to pupils or parents who have any medical issues to raise.
- New Marske has a full medicines policy;
- Mrs. Rafferty (School Business Manager) receives medicines from parents and write supports plans in line with the agreed policy;
- Mrs. Rafferty is available each day to carry out what has been agreed with the parents regarding medicines.

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

New Marske Primary School has a wealth of expertise from its staff over and above the qualifications needed for their jobs.

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a child makes best progress.

The following is a snapshot of these but is not an exhaustive list.

<u>Expertise in School</u>	<u>Expertise/Specialist Service accessed by School</u>
Team teach trained staff	Educational Psychologist
TAs trained in dyslexia awareness	Physiotherapists
Lexia training	Occupational therapists
Tree tops training	Speech and Language therapists
	Specialist Teaching Service
	Specialist teacher ASC
	The Junction - therapeutic support - Young carers
	School Nurse
	The Link – Therapeutic support
	CAMHS

### 8. Staff Training Priorities within the School:

All staff are either teachers of, or are supporting students with SEND.

New Marske therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.

The table summarises the most recent staff training in respect of SEND and disabilities.

<u>Details of Full Staff Training</u>	<u>Details of Individual Staff Training</u>
Inclusion and tracking of pupil progress.	Child protection
	Team Teach
	New SEN Code of Practice
	<u>Details of Individual Staff Training</u>
	Medications in school and the Law

Future planned training and disability awareness:

- Full staff SEN Code of Practice 2014 Implementation

- Local offer and its implications.

## **9. Activities Outside of school:**

- There are a large and varied number of out of school activities for all children to participate in;
- New Marske is a fully inclusive school and puts in place the support a child's needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and or equipment;
- Staff who are arranging an offsite trip will discuss with parents and the SEND staff the requirements needed and the suitability of any trip which the school is putting on;
- We will not stop any student from going on a trip due to their special educational need and or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);
- A member of the Senior Leadership Team/Educational Visits co-ordinator oversees all trips to ensure students are safe and included where possible.

## **10. How is Transition planned and managed by the school?**

### Transition from nursery into KS1 and KS1 into KS2.

- An in-depth transfer of information is passed from one teacher to another, with any recommendations or processes to follow, to ensure that inclusion is ensured in all curriculum lessons.
- Transition days with the new teacher will allow relationships to be formed and therefore the children will feel more comfortable about their move.
- Ongoing conversations with parents and teachers will allow the transition process to be much more fluid.
- SENCo ensures that children with SEN have the appropriate amount of support and any other materials they may need to allow them to fully access the curriculum.

### Transition from Primary to Secondary School:

- Parents and children in Year 5 and 6 are invited to visit the school in September each year;
- There are parent meetings in the summer term for Year 5 students;
- On-going primary visits to school for different activities ranging from sports and transition days. These ensure that the primary students begin to be more comfortable and knowledgeable about the school;
- Information gathered from parents by SEND staff;
- Talks with the primary schools begin in Year 6 and for those with an EHC the SENCO attends their review;
- Once a place has been confirmed the SENCO liaises with parents and the primary school;
- A transition plan is put in place on their advice which could include lots of early visits beginning in the primary school and then here;
- A key member of the secondary school might be put in place as a familiar adult to help with transition;
- Specialist transition mentors from the Specialist teaching service work on programmes especially for autistic students.

## **11a. How are the school resources allocated and matched to the young person's special educational needs?**

- All resources are allocated to and matched using the extensive data that the school holds about each child;
- This includes planning for these interventions with parents and children.

### 11b. How is the SEND budget allocated?

New Marske has a number of different SEND provisions and interventions which are matched to the young person's special educational needs financed through the SEND budget.

These include:

<b>Provision</b>	<b>Notes</b>
Greengates	Students with EHC and more complex needs
Specialist SEND teachers	Working within the Nurture groups to meet the needs there and advising other teachers within the school
<b>Provision</b>	<b>Notes</b>
SEND support staff	Team of support assistants working in class and individually to support SEND students
Small group teaching	In some areas the groups are smaller in number so the teacher can better meet SEND needs
Team teach	De-escalation behavioural management
Lunch & Breakfast clubs	Safe places during these times, access to computers, social time
Treetops	A programme to nurture physical and fine motor development.