



# **SEND LOCAL OFFER**

Policy Presented: September 2016

Date for Review: September 2017

Principal: Mark Edwards

Chair of Governors: Mary Tailby

## **MANSTON ST JAMES SEND LOCAL OFFER**

### **What Parents might want to know about the SEND provision at Manston St James Primary Academy**

#### **How do you know if children or young people need extra help?**

There are a number of ways we identify children who may need extra help. If not identified by the previous setting the child has been to, the adults working in class will flag up any issues they have noticed with the relevant member of the Inclusion Team so that further assessments can be made to begin to identify the most appropriate help they will need, this will include discussions with Parents and Carers to get as full picture of the child as possible.

If you feel your child is struggling at school and needs extra help you can contact the Class Teacher or a member of the Inclusion Team. Our SEN Policy gives detailed information on MSJ SEN contacts in school and how we as a school are committed to helping all students.

#### **How will you support my child or young person with SEND?**

Your child's Class Teacher or a member of the Inclusion Team will work with you to plan a programme to suit your child's needs. The plan is normally reviewed every half term, unless there is a need to review sooner (or annually if more appropriate for medical needs). Your child's programme is delivered by the Class Teacher, Support Assistant or a member of the Inclusion Team as appropriate. This information will be written on your child's B Squared target tracker or an SEN Support Plan. The needs of your child will be recorded in a pupil passport so all staff working with the pupil are aware of the SEN. Our School Governors oversee SEND provision for the school, and our SEN Policy has been approved by all our Governors.

#### **How will the curriculum be matched to my child or young person's needs?**

At Manston St James we pride ourselves in matching our curriculum as closely to each group of children we teach as we can. Wherever possible we encourage the children to plan what they would like to learn and spend time at the beginning and end of topics assessing where the children are with their learning. We put a great emphasis on the impact of Quality First Teaching from the Teacher in the classroom using a variety of teaching strategies. As part of this, differentiation can take a number of forms including small group work, 1-1 work and our 'I Can' statements.

We encourage all our children to take responsibility for their own learning and have high expectations for themselves. This is evident in the growth mindset approach we take and in the "Challenge" system started in our Reception Classes. The adults in school are used in a number of ways depending on the needs of the children. They may work supporting an individual, group or whole class as different needs arise, either in the classroom or delivering a planned intervention in an area away from whole class teaching. The Inclusion Team meet regularly to discuss the progress of children and to discuss the effectiveness of the provision we are offering based on assessments.

#### **How will both you and I know how my child or young person is doing and how will you help me to support their learning?**

We like to meet with parents every half term to discuss how things are going both at home and at school. This takes the form of Parents Evenings at the end of each term and a more informal meeting with parents at the end of each half term. During the meeting, we will discuss how learning is

planned and what we are doing in school, and what you as a parent /carer can do to support your child at home. Bsquared targets, SEN Support Plans and Speech and Language Support Plans are still sent home half termly. Alternatively with Speech and Language, Support Plans will be sent home with your child, and the Inclusion Team are happy to make appointments to speak to parents if you have any questions. Also Class Teachers will always talk to parents after school if you would like a more regular update of any issues that arise.

When your child starts in Reception we have a curriculum evening early in the year so parents can be involved in their child's learning as early as possible. We send out copies of our Calculation Policy so parents can see the way Maths is taught in school. Throughout the year we also hold workshops and/or Stay and Play sessions for Reading, Writing, Maths or Phonics so you can see how we teach things in school and what you can do at home to support this.

### **What support will there be for my child or young person's overall wellbeing?**

At MSJ we have two Learning Mentors who work with vulnerable children, or any child with a particular need. This support can be requested by a teacher or a parent.

If your child requires any medicines or tablets we are happy to administer these once you have completed a consent form, which you get from our school office. If your child needs further support for medical issues, or has a long term medical issue which requires extra help and support being given, please contact Bev Fisher who will be happy to discuss this with you.

We believe that regular attendance at school contributes to a child's learning, achievement, and wellbeing. Attendance is monitored closely by our Learning Mentors and we are happy to support parent/carers to improve their child's attendance.

At MSJ we believe that every child has a voice and can contribute to the school with ideas they may have. Our school council meet regularly for children from years 2-6. They discuss issues raised by other students and look for solutions.

### **What specialist services and expertise are available at or accessed by the setting, school or college?**

#### *Speech and Language Therapist*

As a Trust we have our own Speech and Language working in school 3 days a week. We can also access support from the NHS Speech and Language Service when needed.

#### *Cluster Support Team*

We can access support from the Cluster Support Team. Support offered from this team includes family support, attendance support, counselling services.

We have a good working relationship with a group called STARS who support children and families with Autism. The organisation provides training for our staff and we can discuss concerns we may have about a child, and they provide support and guidance in accessing the best help available.

If we have any concerns about a child, we have access to various support services in Leeds who will give specialist advice.

## **How will my child or young person be included in activities outside the classroom, including school trips?**

We always work with parents to encourage all children to participate in all areas of school life e.g. trips, after school clubs and holiday clubs. Our staff will go that extra mile to ensure your child feels confident and happy to attend these. The Inclusion Team monitor the attendance of our vulnerable groups in activities outside the classroom.

## **How accessible is your environment?**

The school has two lifts and two disabled toilets. There is also one designated disabled car parking space outside the school entrance. All classrooms can be accessed by a wheelchair via lifts or ramps.

## **How will you prepare and support my child or young person to join your setting, school or college and how will you support them to move on to the next stage, or move on to adult life?**

When a child is due to start in our Reception, we have a number of visit afternoons where children can spend time in the setting. If it is felt your child needs more than one visit we are happy to accommodate this. We also have meetings for parents/carers before your child starts school and soon after, where parents/carers are given information about our school.

Information is sent home during the summer holiday to help your child prepare for their start at our school. We have a phased entry for children starting in our Reception in September to support them in adjusting to starting full time school

At the end of each year we have a number of transition sessions to discuss any queries about the new year group your child will be starting in September. Children will meet their new teacher and see their new classroom on a couple of occasions before September to help them adjust to their new environment. If a child is particularly anxious about transition a programme can be put in place to ease this. There is then an opportunity for parents to come and see their new classroom in the new year, once they have settled in.

For children in Year 6 who will be moving on to secondary school we have a full transition programme to support their move. Staff from their chosen secondary school will visit MSJ and a visit to the secondary school also takes place. All student files are transferred to the new school to ensure a smooth transition.

For children who choose to transfer to our school during the school year, our Learning Mentors work closely with them to help them settle in to their new environment.

## **How is your budget for SEND allocated?**

Our budget for SEN is spent in the following way:

- Staffing: We provide targeted support for SEN pupils. In particular each day from 11.30 – 12.30 staff are released to work with small groups of children. We have staff trained in a wide variety of interventions including
  - Dyslexia programmes
  - First Class at Maths,
  - FFT
  - Reading Recovery
  - Reciprocal Reading
  - Success @ ArithmeticApproximately 82% of our budget is spent in this way.

- Training: We regularly invest in the training of our staff. This includes new and effective interventions as well as keeping staff informed of latest developments in supporting pupils with SEN. Approximately 12% of our budget is spent in this way
- Resources: often we need to purchase specialist equipment for our pupils this might include special rests, writing equipment etc. Approximately 2% of our budget is spent in this way
- Trips out to enrich learning for our SEN pupils Approximately 2% of our budget is spent in this way.

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

Although your child's Class Teacher is the first point of contact if you need to discuss any concerns, or you need any further information, we believe that every member of staff in our school has a role to play in your child's education. So if you are worried about anything, any member of staff will be happy to speak to you

Our named Inclusion Manager is Nicola Slorach and she can be contacted via the school office if you have any specific worries or concerns. Nicola will be more than happy to make an appointment to speak to you.