

SEN Link to Local Offer

LOCAL OFFER: INFORMATION

What is the local offer?

The Government plans, through the Children and Families Bill, to require all local authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special educational needs – a local offer.

The local offer must include both local provision and provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the local offer should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their local offer. Further detail about what is required is given in indicative draft regulations, whilst guidance on carrying out the statutory duty is given in the indicative draft Special Educational Needs Code of Practice.

With the implementation of the Schools Funding Reform (April 2013) work has been on-going to develop the wider Schools Local Offer, which covers the universal banded funding approach (SEN Matrix) the authority has agreed. This sets out what schools and settings are expected to deliver for their high needs pupils and students through funding elements 1 and 2, and following robust evidence that these elements are insufficient to meet the pupil or student's needs and explanation of element 3 (top up funding) provided by the authority.

...*Changing lives* As well as setting out the provision the local authority expects to be available

in early years settings, schools and post 16 institutions the local offer should make clear where information provided by schools (under Clause 64 of the Children and Families Bill) about their arrangements for identifying, assessing and making provision for children and young people can be found.

The Local Offer for Macaulay Academy

Questions referenced to the SEN (Information) Regulations (Clause 65)	
DECISIONS ABOUT WHETHER A STUDENT HAS ADDITIONAL EDUCATIONAL NEEDS	
<p>How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?</p>	<ul style="list-style-type: none"> • <i>Concerns about a child’s wellbeing and progress are highlighted from any of the school stakeholders</i> • <i>Clear referral system within school which requires specified area of concern learning or behaviour and what interventions via quality first teaching has already been put in place</i> • <i>Parents can make an appointment to see SENCO at any time to discuss concerns and a way forward and if further professional diagnostic investigation is appropriate.</i> • <i>Termly progress meetings</i> • <i>Termly planning liaison with specialist consultants in educational needs</i> <p><i>Parental Action</i></p> <ul style="list-style-type: none"> • <i>First point of contact is class teacher via the open door policy</i> • <i>SENCO/Principal available by appointment</i> • <i>Drop In on Wednesday afternoons.</i>

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How is the decision made about how much individual support pupils will receive?

The Decision making process

- *Senior Management review all progress data on a termly basis or sooner if necessary for all Additional Educational Needs*
- *Results of the review are discussed at the Additional Educational Needs Pupil Progress Meetings between class teachers and SENCO-planned intervention is agreed and implemented*
- *The Senco works with a range of professionals including EP, School Nurse, Parent Partnership, Specialist Educational Consultant, Learning and Cognition Team and the Speech and Language Therapist in school.*
- *Class teachers are responsible for day to day provision and to manage the work of teaching assistants who work with*

Additional Educational Needs pupils

- *Provision reflects the recommendations of outside agency professionals*

Parent Involvement

- *Parents are invited to be involved and discuss and agree any interventions and support*
- *Advice is given to parents as to how best to support their child at home.*

Any provision made via an Education, Health and Care Plan will be reviewed 6 monthly for those in Foundation Stage and Annually thereafter (unless significant changes are required in the interim)

SUPPORT FOR LEARNING AND WELL-BEING

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How does the school support pupils with special educational needs

How the school oversees and plans education programmes for pupils with AEN.

- *Initially the school will map out the child's needs and then identify an appropriate programme of support.*
- *Management of staffing to support pupils with AEN*
- *Every class has a TA to be directed by the class teacher to support individual children and small groups*
- *The school has a specialist teaching assistant to implement group and individual interventions*
- *The SENCO leads the Intervention team and involves teachers, Teaching Assistants, Specialist Teaching Assistant, Specialist Educational Needs Consultant and the in house Speech and Language Consultant*
- *School has a Counselling Therapy and Family Support Leader and a support team to address social, emotional and behavioural support*

- *Special exam arrangements for identified students are organised for year 6 SATs.*

Parental involvement

- *Parents are invited to contact the school at any moment of*

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	<p><i>the academic year if they wish to discuss any issues / concerns.</i></p> <ul style="list-style-type: none"> • <i>Resources are sent home so parents can assist in the reinforcement of intervention programmes.</i> • <i>Rapid Reading and Mathletics are accessible from home and students are encouraged to use them especially during holidays. (Parents have all been informed of how to access this).</i> • <i>Parents are invited to all Annual reviews of Statements</i> • <i>Targets are shared with parents and children and their views sought.</i> <p><i>Termly meetings between Governor and SENCo to consider reports on Additional Educational Needs, personnel, finance and standards reports</i></p>
<p>How does the school help parents to support their child's learning?</p>	<ul style="list-style-type: none"> • <i>Generic parent's meetings held</i> • <i>Individual parent meetings are held when appropriate</i> • <i>To help parents to support their child's learning outside of school, specific advice is provided as necessary</i> • <i>Children are made aware of their progress via conversations with individual members of staff and acknowledgement of achievement of their individual learning targets</i> • <i>Up-skilling of parents through workshops</i>

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What mechanisms are in place for supporting pupils' overall wellbeing?

Medical and Emotional Needs

- *The Counselling Therapy and Family Support Leader leads a specifically trained team to work with children on an individual basis*
- *Children are provided with either specific 1to1 support or small group support e.g. for anger management/social communication needs may be placed on the AEN register if they have received support in the past or have been supported by a CAF*
- *Pastoral records are kept in class*
- *School manages the administration of medicines by means*

of a specifically monitored and locked resource

- *All TAs and Midday Supervisors are trained first-aiders*
- *Where appropriate specialised training is implemented to ensure the safety, support and well-being of identified pupils.*
- *Training is provided and continually up-dated.*

Cognition and Learning

- *Some individual pupils may have specifically tailored programmes as required e.g. Rapid Reading, Lexia, Toe by Toe*

Behaviour

- *The school policy for behaviour/discipline is transparent and made known to all pupils*

Attendance

- *A process of first day contact is in place and children are prioritised as appropriate.*
- *Daily register trawls are made, home visits take place as required and close liaison is maintained with parents via text, letter or phone call*
- *Close working relationship with Educational Welfare Officer*

Pupil Views

- *The views of pupils are obtained via the School Council*
- *Children complete a pupil questionnaire annually.*

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<p>How will parents know how their child is doing?</p>	<ul style="list-style-type: none"> • <i>Parents are kept informed via the annual distribution of reports at the end of the summer term</i> • <i>Teacher/Parent meetings are held for all pupils twice a year</i> • <i>More regular meetings are arranged regarding individual pupils depending on need</i> • <i>Data is imputed onto O Track before pupil progress meetings and review of individual programmes</i> • <i>Tracking children's progress and impact of interventions is completed on an on-going basis for all children and if further interventions are required additional individual meetings with parents would be held</i> • <i>If required contact is maintained between home and school via a home-school book</i>
	<ul style="list-style-type: none"> • <i>Parents receive regular updates in school newsletters</i> • <i>Parents invited to discuss diagnostic reports where appropriate</i>
<p>How are parents involved in discussions about planning for their child's education?</p> <p>How are children able to contribute their views?</p>	<ul style="list-style-type: none"> • <i>Parents are involved as much as possible in planning their child's education</i> • <i>Through discussion of diagnostic report with parents recommendations, programmes and interventions are put in place</i> • <i>Class teachers discuss reading, writing and maths targets with pupils at least weekly</i>
<p>PROVISIONS, RESOURCES & SERVICES</p>	
<p>How is learning and development provision matched to individual pupils' needs?</p>	<ul style="list-style-type: none"> • <i>Differentiation is part of all lessons and quality first teaching and is considered essential</i>

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<p>How are the school's resources allocated and matched to pupils' SEN?</p>	<p><i>Additional Educational Needs budget</i></p> <p><i>The school's Additional Educational Needs budget is allocated for resources, staffing, training and is used to support the specific needs of pupils with EHCPs and Statements</i></p> <ul style="list-style-type: none"> <i>The Principal has overall responsibility for the Additional Educational Needs budget</i>
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<ul style="list-style-type: none"> <i>A range of qualified professional specialist staff work in school including a speech and language therapist (one day a week), a consultant SEN specialist (one day a week), School Nurse, F/T Therapist and CP/CAF co-ordinators. The Senco, (currently studying for NASEN) also organises training and expertise which is reviewed and enhanced throughout the year via training sessions. This ensures a range of highly skilled staff. (TAs and HLTAs and SEN TA)</i> <i>SENCO has regular meetings with the Learning and Cognition team (half-termly) and Consultant SEN specialist (weekly) and referrals are made for any extra support as appropriate to a range of agencies.</i> <i>School accesses other specialist services including health,</i>
	<p><i>therapy and social care via e-mail, telephone or formal referral.</i></p> <ul style="list-style-type: none"> <i>School also access other specialist services as required through its involvement in CAF, MAPT, CIN and CP meetings</i>

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<p>How accessible is the school / academy environment? (n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<ul style="list-style-type: none"> • <i>The building is wheelchair accessible.</i> • <i>Our accessibility plan is reviewed and renewed annually as part of the Safeguarding Review</i> • <i>There are disabled changing and toilet facilities.</i> • <i>The school does its best to communicate with parents whose first language is not English by employing the services of interpreters as appropriate but also by ensuring we have contact with the EAL parents and children to ensure they understand information letter and information about school life.</i>
<p>How are pupils included in activities outside the classroom including trips? (n.b the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips)</p>	<ul style="list-style-type: none"> • <i>The school assists individual pupils on a needs led basis</i> • <i>Where children need special support, in order to go on visits, specific management of medication or physical disability is discussed with parents who are involved in the planning stages. A safe care plan may be drawn up as appropriate.</i>
<p>STAFF TRAINING</p>	
<p>What training have the staff supporting pupils with SEN had, or what are they expected to have? (n.b under the SEN Code of Practice legislation, schools/academies Need to offer high quality professional development and training to the work force.)</p>	<p><i>The SENCO organises a professional training plan every term and in the interim depending on the intake of the children and if other issues arise such as Diabetes or hearing impairment.</i></p> <p><i>Staff have received training related to:</i></p> <ul style="list-style-type: none"> • <i>Speech and Language- What works in class?</i> • <i>Handwriting - from the LEA;</i> • <i>Dyspraxia support team</i> • <i>Visits from Learning and Cognition connected to setting up a fine motor and gross motor skill activity club;</i> • <i>Lexia training</i> • <i>Rapid Reading and Rapid Phonic training</i>
<p>TRANSITIONS</p>	
<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in</p>	<ul style="list-style-type: none"> • <i>Detailed tailored transition plans are offered to pupils and parents before a pupil joins the school and reflect their</i>

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<p>order to ensure their well-being?</p>	<p><i>needs</i></p> <ul style="list-style-type: none"> • <i>Information passed on to a new school includes the pupil's file and where appropriate Additional Educational Needs/Child In Need/Child Protection information</i> • <i>To help prepare a pupil for a change in placement, Yr 5 pupils are involved in receiving feeder school participation visits</i> • <i>These are followed by planning in year 6 and further visits to the receiving school</i> • <i>The school has full transition plans for moving from Pre-School to Foundation Stage, Foundation Stage to Key Stage 1, Key Stage 1 to Key Stage 2</i>
<p>FURTHER INFORMATION</p>	
<p>Who can parents contact for further information?</p>	<ul style="list-style-type: none"> • <i>The first point of contact for a parent if they want to discuss something about their child is the class teacher.</i> • <i>If there is a AEN issue then the SENCO would be able to support and/or sign-post</i> • <i>We encourage an open and honest dialogue with all parents and if they have concerns about their child we need to know about it.</i> • <i>If more advice/information is required they are welcome to contact the Principal or Vice Principal</i> • <i>Complaints about the Academy should be directed to the Principal</i> • <i>Complaints about the Principal should be directed to the Directorship of the school</i> • <i>The academy promotes and works with the local Parent Partnership Service and Mediation Service. A representative is invited to annual reviews of Children with Additional Needs and we encourage parents where appropriate to seek their support as we find their expertise very helpful.</i>