



Grace Mary Primary School SEND Local Offer at Grace Mary Primary School

At Grace Mary Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. Progress of children with SEN at Grace Mary Primary School

“Pupils with SEND make excellent progress, both in the main school and the resource base.” OFSTED 2019

What is ‘Special Educational Needs and Disability’?

- A Special Educational Need (SEN) is a difficulty or barrier that affects a child’s ability to learn and to access the curriculum
- A Disability is a long term health condition which causes a difficulty or barrier to learn or to access the curriculum

What should I do if I think my child has Special Educational Needs?

- If you are concerned that your child has a special educational need (SEN), in the first instance we ask you to speak to your child’s class teacher who will then liaise with our Special Educational Needs Coordinator as appropriate. Concerns can be discussed at parents’ evenings, which are held termly, or by making an appointment to meet with your class teacher at any point throughout the school year.

How does the school know if my child needs extra support?

- The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress on a particular learning the school can quickly identify the need for additional support. A meeting will be arranged to discuss this with you in more detail and to:
- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning.

What will the School do to support my child?

All children at Grace Mary Primary School, regardless of their need, receive Quality First Teaching.

This means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like more practical learning.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their learning/understanding and needs some extra support to help them make the best possible progress.

However we recognise that each child is unique and so, each child will receive different support, depending on their specific needs. The Special Educational Needs Co-ordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

- When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the pupil will receive; a copy of this will be provided to the parents. Our school provision map shows the range of interventions in place in our school, which may be used when we identify a need for additional support.
- School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCo's on the progress of pupils with SEND.

Any pupil identified as having a special educational need and/or disability in on the SEND register. Additional help will be given to these pupils to help them make progress. Some examples of ways we may support you child further may include:

Specific group work within a smaller group of children

This group or one to one support may be:

- Run in the classroom or outside
- Run by a member of the support staff who has had training to run these groups

SEN Support

- Your child may engage in group sessions, led by a teacher or support member of staff, with specific targets to help him/her to make progress.
- You will be invited to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist (SALT) or Educational Psychologist (EP). This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with you, your child, class teacher and SENCo's to understand their needs and make recommendations, which may include:
 - ❖ Making changes to the way your child is supported in class
 - ❖ Support to set specific targets which will include their expertise
 - ❖ A group run by school staff under the guidance of the outside professional e.g. social skills group,

This type of support is available for a child who has gaps in their understanding of a subject/area of learning and who therefore has been identified as requiring SEN support.

Education, Health and Care Plans

From September 2014, 'Statements' were replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational need that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family.

Only children with the most complex and significant special educational needs will be considered for an Educational Health Care Plan (EHC). If you think your child needs a EHC plan you will need to discuss your concerns with the school Special Educational Needs Co-ordinator (SENCo), who will advise you about whether your child needs and EHC plan and only once the school has exhausted its provision and outside agency support will this be considered.

These discussions are normally held at a review meeting with outside agencies.

Who will support my child in school?

- Qualified and experienced teachers
- Experienced and skilled learning support assistants and practitioners
- Higher level teaching assistants
- Peer support
- Outside Professionals

Who else might support my child in school?

- Sandwell Inclusion Support (Educational Psychologist, Advisory teachers, behaviour support teachers)
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapist (SALT)
- Hearing impaired (HI) / Visually Impaired (VI) Therapists
- The Child and Adolescent Mental Health Service (CAMHS)

- School Nurse

What training and expertise do staff have for the additional support my child needs?

- All of our teachers hold qualified teacher status and all staff members, including learning support staff and HLTA's, receive regular training to best support our pupils with SEND, for example in speech and language needs and Autism needs.
- The SENCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN

How will my child be able to contribute their views and be involved in the process?

Your child will be able to contribute at all SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or through informal discussions.

How will the curriculum be matched to my child's needs?

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. They have the children's IEP's alongside their planning to ensure children with SEND individual's needs are met.
- Specifically trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child and differentiation is planned for groups and individuals according to need: e.g for a child what has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.

What support will there be for my child's overall well being?

- The well being of all our pupils is our primary concern at Grace Mary Primary School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum and Healthy Minds Happy Me (HMHM), our social and emotional curriculum, sessions are also taught explicitly on a weekly basis.
- Additional support from trained staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for the pupils with the highest need.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases receive training. We have a medical policy in place.
- Pupils' views are sought through school council and other forums.
- We offer a wide variety of after school clubs.

What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

- Annual reports and once termly parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels; individual reading, writing and maths targets and any behavioural, emotional or social difficulties.
- When appropriate, parents/carers may be contacted mid-term to

discuss the support that the school are providing and how parents can help their child at home; this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. • A child identified on the SEND register as having SEN Support will also have these same opportunities with the addition of discussing and reviewing targets in the child's provision review meeting. Additional SEN support meetings may be required throughout the year especially when there is the involvement of outside professionals. • If your child has an Educational Health care plan then they will have reviews on a minimum of a yearly basis to discuss the individual needs of your child and ensuring the right provision is in place. • For some children with SEND a home-school communication book will be a good link for both parties to learn more about your child on a daily basis ranging from any concerns, updates on positive learning and behaviour etc..

How will my child be included in activities outside the classroom including school trips?

Your child will be allowed to attend any school club allocated to their specific year group. We endeavor to make all activities accessible for all. Where there may be some extra arrangements to be made, you can arrange to meet with the SENCo or club leader, to ensure safety and inclusivity for your child.

How accessible is the school environment?

- We have an accessibility plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the The Equality Act 2010.
- We monitor the home languages spoken by families in our setting and make use of translation sites via our websites and endeavor to arrange for a translator to attend meetings when necessary. Pupils new to the country are supported through a program to help them develop basic spoken English vocabulary.

How will the school prepare and support my child to join the school?

- You will be invited to look around the school and meet senior staff. Your child will also be allowed to visit and stay for a short session before starting in our Early years setting in school. • We will contact any early years settings, or other schools your child has attended, to gather information about their needs. • We will contact any specialist services that support your child.

How will the school prepare and support my child to transfer to a new setting/school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. • Pre-visits with the child and support staff will be arranged.

Photographs, and/or videos, of the new school will be taken. A book (paper or electronic) will be produced for the child to look at before starting their new school to enable them to become familiar with buildings, rooms, staff, activities, routes etc..

- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher and support staff. All will be shared with the new teacher.
- Additional support to take account of children's individual needs can be arranged, e.g a child friendly book of photos and any additional information to support the transition from one setting to another.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- A member of staff from the secondary school settings comes to visit and meet with the children who will be attending their school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Schools hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.
- If your child has already been identified as having special educational needs, then the SENCo at our school meets with all the secondary school SENCo during the final term of year 6. Details of the pupil's needs are passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCo passes on information about any outside agencies that have been involved and all SEN paperwork, including documents such as individual targets and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in year 7.

How can I be involved in supporting my child?

You can support your child by:

- attending parents' evenings,
- helping them to complete their homework to a good standard and on time,
- ensuring your child gets to school on time and with all the appropriate equipment,
- talking to the class teacher if you have any concerns about your child,
- providing lots of opportunities to speak and have conversations with your child,
- read with your child regularly at home,
- practice number skills.

Teachers are more than happy to share any ideas with you so you can top up the learning at home.

How Can I access support for myself and my family?

- By looking at the Local Authority's website <http://www.sandwell.gov.uk/send>, you will see a list of all the services available to you and your child. You can arrange to meet with our SENCo who might also be able to point you in the right direction.

Who can I contact for further information?

Class teachers – available five days a week (appointment to be made for more formal meetings at the end of the school day)

Miss Duggan/Mrs Willetts – SENDCo's - Tuesday – Fri 10:00 -15.30 (appointment to be made)

Miss Edwards – SEND Governor (can be contacted by letter or school email address). All correspondence through the school office or Miss Duggan/Mrs Willetts.

Mrs C Sturmey – Headteacher (appointment to be made)

Appointments need to be made via a form from the school office.

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