

SEND/Local offer information from settings/schools/colleges

St Mary Magdalene Catholic Primary School

At St Mary Magdalene Catholic Primary School children are identified as having SEN through a variety of ways including:

- Liaison with your child's previous school/early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school SENCO
- Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance
- Liaison with external professional (eg speech and language therapist)
- A medical diagnosis

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for children

1. How do the setting/school know if children need extra help?

- Underachieving in class
- Through assess, plan, do, review process
- Lack of progress over a period of time
- If the child is finding it hard to grasp new concepts
- Through formative and summative assessment
- Disengagement
- Unable to form or maintain friendships with their peers/adults
- Inability to conform to the norm ie follow school rules/classroom rules
- Inability to communicate
- Medical/physical needs

2. What should a parent/carer do if they think their child may have special educational needs (SEND)?

- Make an appointment to discuss concerns with class teacher/SENCO/inclusion manager
- Make an appointment with GP
- Visit a speech and language drop in centre
- Make an appointment to see the school's Family Support Worker

3. How will early years setting/school staff support the CYP who has been identified as having SEND?

- Ensure all parents receive a copy of the school SEN policy
- Attend termly drop in sessions to explain the policy to parents/answer any questions
- Ensure parents are involved in IEPs where appropriate. Therefore enabling parents to understand child's targets, who will be working with their child and how often their child's progress will be reviewed
- For children without an IEP or EHCP, work will be differentiated in addition to quality first teaching. They may follow a special program. This may take place in the classroom or they may be withdrawn
- Children who need behavioural support with behavioural/social and emotional needs may be referred to the SEMH team at the LA
- There is a SEN governor who regularly meets with the school's inclusion manager to monitor and evaluate SEN provision
- SEN policy is subject to annual review and governor approval
- The SEN budget is monitored closely by governors with regular reporting to the full governing body

4. How will the curriculum be matched to CYP who needs extra support or SEND?

- The school provides clear differentiation for all by providing a detailed provision map for each year group which clearly defines appropriate intervention and differentiation
- Provision mapping enables staff to have a clear overview of provision available

5. How will both early years setting/school and the parent know how the CYP is doing and how will early years setting/school help the parent to support CYP's learning?

- Termly reviews between teacher, parents, outside agencies and, where appropriate, pupils to evaluate progress. At this review meeting, parents will be asked to support their child's learning at home and given guidance
- Curriculum newsletters
- Home/school link book if needed
- Parents workshops offer support in all aspects of parenting whilst curriculum workshops offer guidance on learning
- All information and reports from outside agencies are shared with parents/carers

6. What support is offered from the early years setting/school to ensure the well-being of the CYP who requires extra help or SEND?

- Strong relationships within the school. All staff know all children and parents
- School has an open door policy for parents. Parents have access to family support worker
- The school has a clear and well-embedded behaviour policy
- The school has an effective SEN policy in place
- There is a clear policy on the administration of medicines
- All teaching assistants are first aid trained
- Attendance policy in place. Attendance is monitored on a weekly basis and shared with parents
- Safeguarding of all children is a high priority. All staff have appropriate training
- Pupils can access a school council/eco council/suggestion box

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

- Access to a range of outside agencies as and when appropriate
- There is a full range of extended services available at the school including: breakfast club, after school club, wrap around care for 3 year olds and an extensive range of curriculum after school clubs
- Access to a named school nurse for advice and support
- We offer termly drop in service with the school nurse
- SENCO and SENA attend regular liaison group meetings. These meetings enable shared discussions on SEN and decision making. This helps to ensure continuity of provision between the Milton Keynes Catholic school cluster
- School can attend a forum meeting to discuss the needs of a pupil
- School have access to the LA duty line. This is a service that teachers can call for advice about any child with SEN that they are worried about

8. What training are the staff having or going to, to have to support CYP with SEND?

Guidance

- SENCO has completed the 'National award for Special Educational Needs Co-ordination (NSENCO) qualification
- Staff development is a high priority for the school with regular access to appropriate training including: safeguarding, first aid and epi-pen. SEN specific training includes dyslexia and Autistic Spectrum Disorder, communication skills, behaviour support, play leader training, protective behaviours and support for bereaved training

9. How will CYP be included in activities outside the classroom including school trips?

- All children have access to the full range of activities and learning outside the classroom offered by the school

- The children may be supported by additional adults when appropriate. If appropriate, financial support is also available
- Thorough risk assessment takes place for every trip and appropriate support is put in place

10. How accessible is the setting/school environment?

- School has an Access Plan
- School is all on one level. There are no steps or stairs
- Wheelchair access
- There is a disabled toilet and changing area
- Multi-lingual staff to support parents
- SEN budget plus school budget will endeavour to secure necessary SEN equipment and resources

11. How will the setting/school prepare and support the CYP who needs extra help or SEND to join the setting/school, transfer to a new setting/school or the next stage of education and life?

- Before joining the school, staff will visit existing setting to meet child and staff to gather information
- Home visits
- Parent induction meetings
- Induction visits to the school
- Transition meeting and transition visits
- When appropriate, SEN staff will accompany parents to assess the suitability of different settings
- Pupils records forwarded to the new setting
- Offer of staff from new setting to visit St Mary Magdalene School
- Follow up visits by our staff to new setting

12. How are the setting's/school's resources allocated and matched to CYP's SEND?

- Within the annual budget setting, provision is made to support SEN pupils for resourcing and staffing

13. How is the decision made about what type and how much support a CYP with SEND will receive?

- All staff involved with the child will meet to discuss the provision. Headteacher and SENCO will make the final decision
- This decision is constantly under review and subject to change when appropriate

- Regular review to monitor progress towards targets and support provided/programmes enables the school to evaluate impact of provision
- Parents attend these regular reviews

14. Who can a parent/carer contact for further information at your early years/school?

- Parents may contact the school office for a printed prospectus. This is also available on the school website
- Parents have access to family support worker
- All staff are approachable. First point of contact should be the class teacher then inclusion manager, deputy headteacher and headteacher
- Mrs C Ledger – SENCO. Can be contacted at school on chloeledger@stmarymagdalenmk.co.uk
- Mrs C Lighthill – family support worker. Can be contacted at school
- Parents have access to information leaflets that will signpost them to various services for information and advice
- Parents may also wish to view the LA's Local Offer at www.milton-keynes.gov.uk/sendlocaloffer