

School Offer SEND– Mount Pleasant Primary School

Updated: September 2021

To be reviewed: September 2022



The Local Offer has been developed as part of the new Children and Families Act. It aims to provide information on education, health and social care provision available for disabled children and young people and those with special educational needs, in a way that can be accessed quickly and easily.

For the Kirklees LA Local offer, please refer to www.kirklees.gov.uk/localoffer

1. How will you know if children or young people need extra help?

We know pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- The class teacher will liaise with the Special Educational Needs Coordinator (SENCo)

2. How will you support my child or young person with SEND?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group (intervention). This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the class provision map (this is a record of the interventions, timings and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Head Teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support may be provided to the school and parents/carers.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND (Special Educational Needs or Disabilities).

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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs through interventions.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors, etc.

4. 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?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern.
- Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.
- Termly meetings are held to discuss your child's progress with the SENCo, class teacher and any outside agencies supporting them.

Supporting Learning

- The class teacher will suggest ways of how you can support your child.
- The SENCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

- The well-being of all of our pupils is our primary concern at Mount Pleasant. 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) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.
- Additional support from specialist 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 pupils with the highest need
- Our Behaviour and Relationships 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 all staff receive training. We have a medical policy in place.
- Pupils' views are sought through school council and other forums.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychologist
- Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service, which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); other health professionals

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

7. What staff training is in place to support children and young people with SEND?

- The school has a programme of Continuous Professional Development (CPD) for our staff to improve Quality First Teaching provision for all students, to develop enhanced skills and knowledge to deliver short term group support interventions and individualised support and interventions.
- Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas.
- All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND.

8. How will my child or young person be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required this may be provided by school, occasionally a parent or carer may be asked to accompany their child during the activity.

9. How accessible is your environment?

As a school we are happy to discuss individual access requirements.

- 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 Equality Act 2010.
- We monitor the languages spoken by families in our settings and endeavour to arrange for a translator to attend meetings when necessary.

10. How will you prepare and support my child or young person to join the setting, school or college, and how will you support them to move on the next stage of education, or move on to adult life?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- The SENCo is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- The SENCo liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.

11. How are your resources allocated and matched to children or young people's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances.

12. How are decisions made about what type and how much support my child or young person will receive?

- Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this.
- Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the Head Teacher and SEN Governor.

13. How are parents involved in your setting, school or college?

- We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.
- We operate an open-door policy to allow parents to contact their child's class teacher with ease.
- Parents are invited to become involved in school-life through a number of means e.g. the PTA, parent forums, ongoing invitations to school events throughout the year.
- Each year group have regular parent events to model our approaches to learning in various subjects, giving parents the confidence to support their child's learning at home.
- Our Governing Body includes Parent Governors/representatives

14. Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo.