

New Marske Primary School Local Offer - September 2021

1a. How does the school identify children with special educational needs?

Information about pupils is gathered regularly throughout the year in the form of formative assessment judgments by teachers. This assessment is often informal, regular and based on activities taking place within class. As well as formative assessment, end of key stage statutory assessment is also used to gather information about pupil attainment and progress in school. At any time in school, teachers can pass concerns about a child's special educational needs to the SENDco within school who can access a range of assessments to further investigate this need.

Information gathering used in school

- Information gathered during transition meetings from one class teacher to another.
- Information directly from the parents during parents meetings twice each year or whenever informal meetings arise.
- Further meetings between parents and school SENDco or other appropriate members of staff when necessary.
- Transfer of data from early years, KS1 and KS2 SATS results as well as ongoing data collection.
- Review meetings for students with EHCP (Education Health and Care Plans).
- Meetings between SENDco and class teachers, support staff and parents to share any concerns and worries and place plans into actions.

1b. How do we involve parents in planning for those needs?

- Parents are invited into school prior to children starting school for taster sessions and there are also a range of home visits arranged by the Foundation Stage Leader.
- Parents are actively encouraged to share any concerns with teachers either informally through our 'open door' policy or through more formal meetings such as parents' evenings.
- A parent meeting for new starters is also planned before children begin school and any mid-year starters will meet with the Headteacher and class teacher before they start school.
- Pupils with an EHCP have an annual review as required within the year; Students with an EHCP have regular contact with the SENDCo and meetings with parents are far more frequent.
- For pupils with additional needs, the contact between parents and teachers/SENDco is far more frequent, as the need arises.
- We actively encourage parents to share their concerns about their children as early as possible so that parents, school and the child can all work in partnership to ensure that their needs are fully met at home and in school. This supports an approach of shared target setting within school when creating IEPs (Individual Education Plans).

- IEPs are shared with parents at parents' evening as well as the provision maps used in school to support additional needs. Informal meetings occur throughout the year when a child's needs change.

1c. Specialist School Provision:

- As part of the Galilei Multi Academy Trust, New Marske Primary has access to the a range of support services including access to a Specialist Leader in Education for SEND and the SEND Network organised by the local authority. The school works with the SEND team at Redcar and Cleveland Local Authority to help support provision in school. This includes accessing the local authority to support the school when looking at obtaining Education Health and Care Plans, as well as using the Resource and Support Panel application process to access support such as access to the Specialist Teaching Service, an Educational Psychologist or accessing specialist provision.

2a. Who in school will support my child and how will this be monitored?

- The SENDCO will have overall charge of all pupils on the SEND register and will oversee monitoring and evaluation of progress and provision.
- All teachers at New Marske Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the SEND Code of Practice 2014.
- Children who are registered as SEND support, in line with the SEND code of practice 2014, will have termly planning and evaluation meetings with parents and the student to oversee the IEP, monitor progress and evaluate any interventions.
- Children with an EHCP will have their annual review with the SENDco, class teacher, parents and any other professional relevant to the support of the pupil.
- Quality first teaching is supported by a team of SEND support staff who have differing specialisms.

2b. How are decisions made about the type and amount of provision a young person will need?

- From talking to parents and the children, to understand and establish what they see as the priority;
- Decisions are based on quality evidence the school has collected: from data and from talking to everyone involved in teaching a pupil. Prior to any intervention or support, a baseline assessment is used to establish starting points before an intervention takes place.
- The amount of provision provided to support a pupil is decided in line with the needs of the pupil;
 - For example this could be a short term programme of work such as a half term of input on a specific area such as phonics or longer term in class support based on a wider area of mathematics.
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a child;
- The effectiveness of any intervention will be monitored throughout with a full evaluation at the end or at review points to ascertain progress towards objectives.
- Review of all interventions and provision will be evaluated at least termly.

3. Curriculum:

- Overall curriculum structure is directed by the government and the National Curriculum.
- All children, including pupil with SEND, have an entitlement to study the full curriculum.
- Differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;
- Within the curriculum, all teachers work from a 'Knowledge and Skills' document that clearly sets out the starting points and end points for all year groups. All pupil with SEND, or pupils with an EHCP, are expected to work in line with this document. If a pupil cannot access the work, support is provided to 'keep up' rather than 'catch up'.
- Teachers will ensure that all pupils are fully included in the curriculum by modifying their teaching style or support within the class.

4. Accessibility:

- New Marske Primary School is fully wheelchair accessible;
- A disabled toilet is available by the front entrance, there are no shower facilities currently.
- We respond to the needs of our children as they arise, purchasing equipment and resources as they are required and recommended i.e. occupational therapy for children with motor co-ordination delay or coloured books for pupils who present with dyslexia.

5. Parental Involvement:

Parents play a vital part in the support of their children within school, particularly those children who do have a special educational need or disability. Parents are regularly involved with how best to support their child. This could include

- Receiving half termly reports allowing parents to see their child's progress in the following areas: attendance and progress against targets.
- Receiving school reports at the end of each assessment periods and by accessing three opportunities to meet with teachers; two at a scheduled parents evenings and one if needed after the final school report in the summer term.
- Meetings with class teachers when requested to explain next steps in your child's learning and discuss with you how you could support this.
- Termly progress meetings for EHCP pupils, as well regular contact with the SENDCo.

6. Overall Well-being:

- The head teacher has overall charge of the school with particular regard to pupil progress and pupil welfare;
- Class teachers have the role of ensuring pastoral well-being is in place and work with the head teacher to ensure progress and well-being;
- Teaching Assistants also have the role of ensuring the well-being of all pupils are being met, passing concerns to the class teacher.
- Pupil voice begins in the form of school council that represent views to the teacher who then passes their views to the Senior Leadership Team. Children can contribute their views through this forum.

- Parental Support Worker supports children who are having difficulties with attendance and any outside issues that may be affecting their attendance, progress and well-being.
- School nurse is accessible to pupils or parents who have any medical issues to raise.
- New Marske has an ‘administering medicines and supporting children with medical conditions’ policy. Mrs. Rafferty (School Business Manager) receives medicines from parents and writes supports plans in line with the agreed policies;

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

- The school can access a range of provision based on the need of pupils.
- The school has a service level agreement with The Link, to provide counselling support for pupils. This can be delivered on an individual basis or in groups.
- The school can access the following support via the Resource and Support Panel Application process
 - *Specialist teaching Service*
 - *Educational Psychologist*
 - *Access to specialist provision*
- The school also have access to the Single Point of Contact team to access support from Children and Adult Mental Health Service (CAMHS) within the Tees, Esk, Wear Valley NHS Foundation Trust.
- Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a child makes best progress.

8. Staff Training Priorities within the School:

- All staff are either teachers of, or are supporting students with SEND.
- New Marske therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.
- The table summarises the most recent staff training in respect of SEND and disabilities.

<u>Details of Full Staff Training</u>	<u>Details of Individual Staff Training</u>
First Aid – all staff (September 2021)	Child protection
Safeguarding Training (September 2021)	Team Teach
	Trauma
	ASD training
	Understanding Anxiety (CAMHS)
	Understanding Self Harm (CAMHS)
	Understanding Adverse Childhood Experiences (CAMHS)
	<u>Details of Individual Staff Training</u>
	Medications in school and the Law

9. Activities outside of school:

- There are a large and varied number of out of school activities for all children to participate in. This could include trips and visits to support the curriculum in school.
- New Marske is a fully inclusive school and puts in place the support a child's needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and or equipment;
- Staff who are arranging an offsite trip will discuss with parents and the SENDco and additional requirement needed for pupils with SEND.
- The school will not prevent any student from going on a trip due to their special educational need and or disability, if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);
- A member of the Senior Leadership Team/Educational Visits co-ordinator oversees all trips to ensure that all of the health and safety requirements for running the trip or activity are in place.

10. How is Transition planned and managed by the school?

Transition from nursery into KS1 and KS1 into KS2.

- A detailed transfer of information is passed from one teacher to another during the final half term of the academic year. This is in preparation for pupils moving into their new year group. New Marske Primary School plans to have pupils moving into their new year group on the last week of the old academic year, in preparation for the new academic year. This means that a year 1 pupil will move into year 2 in July, so that they can meet their new teacher and know the routines for the class before September. Prior to this transition week, a number of transition teacher meetings will take place in school so that teachers are well prepared for their new class. During this transition process, IEPs, EHCPs and any relevant information relating to SEND are passed across.
- The SENDCo ensures that children with SEND have the appropriate amount of support and any other materials they may need to allow them to fully access the curriculum.

Transition from Primary to Secondary School:

- Parents and children in Year 5 and 6 are invited to visit a range of secondary schools in September each year, to help them decide upon their choice of secondary school.
- Any pupil with an EHCP will be invited to take part in transition activities from year 5, with an assessment by school to see if other pupils with IEPs will benefit from this.
- On-going primary visits to secondary schools for different activities ranging from sports and transition days. These ensure that the primary students begin to be more comfortable and knowledgeable about the school;
- New Marske Primary School has a strong relationship with its neighbouring secondary schools. Formal meetings between the school and the secondary schools begin after places are confirmed in March, but more informal discussions can take place from anytime to support pupils with SEND and their move to secondary school.
- For pupils that need further support with their transition to secondary school, a transition plan is put in place which could include early visits to the chosen secondary school.
- A key member of the secondary school might be put in place as a familiar adult to help with transition;

11a. How are the school resources allocated and matched to the young person's special educational needs?

- All resources are allocated to and matched using the extensive data that the school holds about each child;
- This includes planning for these interventions with parents and children.

11b. How is the SEND budget allocated?

- New Marske has a number of different SEND provisions and interventions which are matched to the young person's special educational needs financed through the SEND budget.
- These include:

Provision	Notes
Quality First teaching	All pupils receive quality first teaching matched to their needs. This includes regular, ongoing assessment to identify any special educational needs that pupils.
SEND support staff	Team of support assistants working in class and individually to support SEND students
Small group teaching	In some areas the groups are smaller in number so the teacher can better meet SEND needs
Lunch & Breakfast clubs	Safe places during these times, access to computers, social time
The Link	The Link provide school counselling support across the school for one morning per week. This allows pupils to be referred for counselling or play therapy sessions. Additional services can be brought into school via the Link and outside of the service level agreement with them.
The Galileo SEND Network	This network provide support and resources to SENDco so that all schools within the Trust are approaching SEND provision consistently
Redcar and Cleveland SEND Team	This provision provides access to teachers and the SENDco to assess the best way to support pupils. This can include support for statutory assessment or through other means such as the resource and support panel.