



Summerseat Methodist Primary School

Children and Families Act 2014 Special Educational Needs and Disability – The Local Offer

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document is taken from Bury Council, Children Services framework and sets out the Local Offer at Summerseat Methodist Primary School.

How does the school know if a child or young person needs extra help?

All children in school receive quality first teaching, this means that a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children may present with difficulties in accessing learning, and may need provision that is additional to and different from the whole class differentiated teaching approach, in order for them to access the learning and make progress. This may mean they have a Special Educational Need or Disability (SEND) which are categorised into four areas according to the 'Code of Practice':

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and Physical

We use a variety of ways to identify children who need extra help in school:

We have access to nursery or previous school reports so that we can support the child's learning immediately.

We use the experience of all the adults in school to identify any need.

We measure children's progress frequently through a variety of informal and formal assessments. We track their progress from previous learning and compare to national expectations. Children not making sufficient progress are identified and supported by closely monitored interventions.

Pupil progress meetings are held termly between the class teacher and the Headteacher to identify those who may need additional support. The Head teacher is also the SENCo at Summerseat.

Teachers and children meet on a 1:1 basis termly to celebrate progress and discuss next steps.

We listen to parents and carers and arrange meetings if there are any concerns raised.

Outside agencies provide us with information about children who will need extra support.

What is the schools approach to teaching children and young people with special educational needs?

Summerseat Methodist has a child centred inclusive approach to education. The school is committed to ensuring all children receive a high quality first education. Pupils with SEN are educated in the class room as part of this inclusive strategy, but will receive intervention and support on a personalised and individual level.

Once a concern has been raised an intervention programme will be put in place. This concentrates on the over learning of key information to support progress over an agreed time. We use the assess, plan, do and review model as suggested in the SEN Code of Practice. This support can be 1:1 with an adult, within a small group or delivered by a specialist teacher. The class teacher will meet with a teaching assistant that has the skills required to deliver the intervention suggested. This could be a numeracy/literacy computer package or additional phonics sessions. The Individual Education Plan (I.E.P) is overseen by the special Educational needs Co-ordinator. Parents are given copies of the Individual Education Plan and have the opportunity to meet with the class teacher and the SENCo as and when required. Documentation is shared at all times.

Mrs Walsh is the special Educational needs Co-ordinator and can be contacted via the school office.

Mrs Marcia Harvey is the SEND Governor – this information is shared with all governors at the termly Governors meeting via the Head teachers report.

We believe that the best opportunities to learn come with being in a classroom where first teaching is of a high quality. Our Teaching & learning policy is very clear in what effective learning for all children looks like. You can find this policy on our website www.smps.ik.org

- Teachers understand their responsibilities for children with additional educational needs set out under the *SEN Code of Practice*, and know how to seek advice from specialists on less common types of additional educational needs.
- Teachers complete and review IEP's every six weeks in consultation with the child, Teaching Assistant, and then discuss these with parents.
- Teachers ensure that targets set on the IEP are worked towards and that children make progress against these targets.
- Teachers identify any children who are gifted and talented within their class and steps are taken to address their needs, if appropriate, in school.

How will the school adapt the curriculum and learning environment for children and young people with special educational needs?

Class teachers have the responsibility to ensure the teaching they deliver is personalised to all learners in the classroom. At times we prioritise the curriculum so that over learning can occur – e.g. basic number skills or phonics that require repetition may take priority over other areas of the curriculum so that it is embedded for future learning. In some lessons children are grouped to work collaboratively if working on the same targets. Teachers and other adults in school may be released to teach targeted groups over a period of time. We teach the children at Summerseat to use the learning environment around them to help with their work.

How is expertise secured for teaching staff and others working with children and young people with special educational needs?

Mr Ollis has worked as a consultant for the Local Authority supporting other primary schools with Special Educational Needs. The SENCO, Mrs Walsh, has the National Award for Special Educational Needs training through Manchester Metropolitan University.

Mr Ollis has completed the National Programme for Specialist Leaders in Behaviour and Attendance.

All staff access training on a variety of SEND strands. Mrs Spencer, a HLTA, has taken the lead on dyslexia and attended training relevant.

We are part of the Bury primary Learning Collaborative and have regular access to specialist SEND training delivered by Bury Additional Needs Team.

Summerseat has a wide range of outside agencies to access as required. They meet termly at the SEND planning meeting.

What additional learning support will be available to children and young people with special educational needs?

The type of support a pupil receives depends upon the type and extent of support they need, and the availability of support. Statemented students receive their allocated number of hours and type of support set out in their statement. All support allocation is provision mapped and costed. This is particularly important in advance of the new Code of Practice and the introduction of EHC Plans (Education, Health and Care Plan)

Support is also given dependent upon need which is established through testing, staff or parental referral, a change in behaviour or through a drop in attainment. School can refer to the wide variety of support strategies and outside agencies. Decisions will be made by the SENCO or Assistant SENCO in liaison with the relevant staff or agency.

All I.E.P's are reviewed and the impact they have had on progress. All programmes are assessed on narrowing the gap in attainment for the individual pupil and ensuring that they begin to make expected progress or better than expected progress. If this is not the case an alternative route is looked for unless the programme is working but needs more time to allow this type of progress to be made. If the support is for a behavioural issue the success criteria will be based around a reduction of negative incidents that impact on the progress of the student. As with academic interventions the key focus is if a programme has led to pupils making at least expected progress following the programme or are

now beginning to narrow the gap.

How will the emotional and social development of children and young people with special educational needs be supported and improved?

We have introduced a pastoral worker, Mrs Williams, at SMPS. All adults can make a referral as long as class teachers have made the parents aware of the nature of their concerns. The children can also make a self referral. Mrs Williams has conducted friendship groups and worked with individuals on emerging needs. She has received support from the local authority in terms of resourcing and training.

When required, Individual health care plans are produced to meet individual needs. The school has an "administration of medicines" policy that can be found on our website. Care plans are in place and reviewed with parents as required.

Vulnerable students have access to the IT suite at social times. We support families of children whose behaviour does not meet our high standards by celebrating and rewarding positive behaviour, working alongside parents to identify any specific need. This can be achieved via a Team around the Child meeting that invites outside agencies to sign post support for children and families. Individual behaviour plans can be used with the support of the Pupil Learning centre and their team. We work closely with the Local Authority on preventing exclusions but always consider the impact of such behaviour on other learners, staff and the individual child.

Children's views are sought for each of the programmes through pupil voice. Additional opportunities are obviously available through Annual Reviews, Parents' Evening, open evenings. All the children at SMPS have a 1:1 meeting with their class teacher each term to give them an opportunity to be heard and to celebrate good news!

How will progress of children and young people with special educational needs be assessed and reviewed?

How will those children and their parents take part in any assessment or review?

We welcome parents contribution's to children's progress meetings and plan to give them the opportunity to share this practice each term. We also share the progress files at class open evenings and refer to them at set parents appointments. Parents and carers know they are welcome to contact school by any means to make an appointment. We are keen to extend all children's learning within the home environment and have introduced an on line maths resource that links to concepts being taught within the classroom.

When we use and outside agency to support a child's learning parents contribute to the referral document by meeting with the class teacher and the head teacher. Parents will be invited back into school to review the cycle to identify any progress or continued concern.

How will the effectiveness of the schools special educational provision be assessed and evaluated?

How will children and their parents take part in any assessment or review?

All pupils are monitored through the progress tracking system we use at SMPS. This is called G2 and we have lately begun to implement the Target Tracker software. This data is reviewed by the head teacher and class teacher to ensure that progress is made by SEN pupils and other disadvantaged pupils. If adequate progress is not being made then interventions remain in place. We discuss what intervention we feel will be relevant.

Any interventions undertaken are regularly monitored with feedback given to both pupils and parents on attainment and progress.

Parents are informed of any support that their child is given and they are given regular feedback as to the progress their child has made. The programme their child is taking is explained to them, the benefits of taking part and their participation in the programme is discussed with parental permission and support essential for success. Parents have the opportunity to meet with members of staff and discuss the progress and attainment their child is making. This is in the form of both formal and informal meetings at the school, we believe that parental networking is our key to success.

How can children and young people with special educational needs access the schools facilities?

The school was founded in 1840 and the present building was opened in 1863 by the Methodist mill owner, John Robinson Kay, to serve the children of the mill working community. Although the school retains a lot of its original character is now accessible to wheel chair users due to the opening of the church path which has a ramp access to the playground.

SMPS has sound safeguarding procedures embedded to ensure that all pupils, staff and visitors have a safe environment. The school does have wheelchair access but the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments. There is a disabled access toilet on site.

The school has all classrooms fitted with interactive boards. SMPS have sourced information on individual needs via the sensory team.

Laptops are available for pupils with SEN as appropriate and a wide range of subject specific aids are used including but not exclusively visualizers in English, different fonts, overlays and larger print/worksheets and books. We have recently purchased a set of mini I pad's to encourage greater access to information as required. To enable this to be successful a new wireless network has been installed.

What activities are available for children and young people with special educational needs in addition to the curriculum?

SMPS has a fully inclusive policy and pupils with any form of Special Education Need are fully integrated in all aspects of school life. Pupils will be supported on a needs basis which may be one to one support with a teacher or TA, specific programme or teaching, small group work, lunchtime support etc. All outside coaches are provided with information to support the teaching of all pupils. We arrange pre visits for school trips and residential activities – parents and carers are welcome to join us if required.

Transition

SMPS has a good transition programme for all pupils. We regularly have events and taster sessions with our partner high school to familiarise students with the school site in Years 5 and 6. We attend many sporting events organised by our partner high school.

Children arriving mid-year are given the opportunity to experience SMPS by visiting classrooms and taking part in events to develop relationship with peers and adults in school prior to their first day. A conversation between professionals is essential to ensure a smooth start.

Those children that require specific and a more detailed transition due to SEND are catered for with additional visits organised at arranged meetings. At these meetings a member of staff meets with staff and collects assessment and progress data, attendance information, behaviour information and any other information with regards concerns about the student and friendship groups. SMPS continue to support children and families even when they have left Summerseat.

Who can parents contact for further information?

Parents can contact any member of staff to discuss any concerns or issues they have. The School Office will be able to help any parent with their enquiries and get them the relevant support or contact they require.

Mr Ollis, the Headteacher and Mrs Walsh, SENCo, will meet with any parents as requested.

If a parent is considering joining the school they should contact Mrs Mason in the office who will arrange for them to visit school.