



St Margaret's C of E VA Primary School

Special Educational Needs & Disability

School Offer

Type of school:

Primary school with Foundation Stage Unit

Accessibility:

Full wheelchair access, no steps/stairs

Policies on School Website include:

SEND, Behaviour, Safeguarding, Equality and Diversity Statement

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Information comes from:
 - Liaising with previous schools/settings, when children are already identified as needing additional support
 - Teachers raising concerns regarding the child's progress and social development
 - Parents raising concerns about their child's development and progress
- The school will collate information from everyone who is involved with your child and carry out further assessments to identify specific needs.
- Appropriate additional SEND support will then be put into place to meet your child's individual needs.

How will I raise concerns if I need to?

- Contact either your SENCo (Mrs Dymel), your child's teacher or the Headteacher (Mrs McDonald).

How will school staff support my child and match the curriculum to their needs.

- Your child's teacher will be responsible for planning an educational programme that will support your child's individual needs. The curriculum will be differentiated to support their needs.
- The SENCo oversees interventions and progress of all children who need additional SEND support.
- Teaching assistants may also work with your child, either individually or as part of a group within the classroom or through targeted interventions.
- Each child with high SEND needs will have an Individual Provision Map, which details their strengths and areas of development, along with some individualised support strategies.
- The SENCo and class teacher will discuss your child's IPM with you.

<p>How are the governors involved and what are their responsibilities?</p>
<ul style="list-style-type: none"> • The school has an appointed SEND Governor. This Governor ensures, through regular monitoring and liaison with the SENCo, that the school’s SEND policy is effective in practice throughout the school. • The SENCo reports to the governors every term to inform them about the progress of children with SEND. Confidentiality of the children is respected at all times.
<p>How will you help me to support my child’s learning at home?</p>
<ul style="list-style-type: none"> • Through the termly review meetings, we will share with you some ideas to support your child’s learning at home. • At review meetings new approaches and targets will be discussed. • Class teachers and the SENCo will be happy to share ideas and resources with you at any time. • Homework is differentiated to meet your child’s individual needs when required.
<p>What support will there be for my child’s overall wellbeing?</p>
<ul style="list-style-type: none"> • We are an inclusive school. We celebrate diversity and provide a nurturing environment in which all our children can flourish and grow. • All staff implement the school’s detailed behaviour policy (which is available on the school website), which sets clear guidelines for rewards and sanctions across the school. • We also provide additional support for children who need to develop their social and emotional wellbeing. Trained teaching assistants may also support your child on an individual basis. • For children with more complex Social, Emotional and Behavioural needs, Individual Behavioural Plans are written in collaboration with yourself and your child to detail specific support strategies and individual targets.
<p>What support is there available for increasing attendance?</p>
<ul style="list-style-type: none"> • Attendance for all children is monitored and absences rigorously followed up.

<p>How does the school manage the administration of medicines and providing personal care?</p>
<ul style="list-style-type: none"> • The school has a policy regarding the administration of medicines on the school site. Parents should contact the office or Headteacher if medication is recommended by health professionals to be taken during the school day. For more serious or long term issues a medical plan may be written with the information you have given us to ensure that your child's needs are met. Most of our staff are first aid trained and they receive regular updated training on common medical needs.
<p>How will my child be able to contribute their views?</p>
<ul style="list-style-type: none"> • Children are encouraged to express and share their views on a daily basis through discussions with Class Teachers and Teaching Assistants. • Children's views are presented through the School Council and through House Captains. • Children make comments in their termly Pupil Profile Books. • Children with IPMs discuss their views, where appropriate, with the SENCo and class teacher.
<p>What specialist services and expertise are available at or accessed by the school?</p>
<ul style="list-style-type: none"> • Our SENCo is a qualified teacher and has experience of managing SEND within schools. • AS a school we work with any Outside Professionals that we feel are relevant to meeting the individual children's needs including: Educational Psychology services; Speech and Language Therapists; Occupational Therapist; Children's Social Care; Paediatricians; Learning Support Services; Social, Emotional and Behavioural support services; and Parent and Family Support Advisor.
<p>What training have the staff had in supporting children with SEN and disabilities?</p>
<ul style="list-style-type: none"> • TAs who deliver interventions to support Speech and Language and Occupational Therapy have completed training courses with a relevant therapist. • All our TAs have received training in delivering phonics, guided reading and Maths & Literacy interventions and are competent at assessing and monitoring progress.
<p>How will my child be included in activities outside the classroom including school trips?</p>
<ul style="list-style-type: none"> • A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same

curriculum areas will be provided in school.

- Parents will be involved in the decision making about school trips and activities and will be invited to support the trip if deemed necessary.

How accessible is the school environment?

- We are a level bungalow style building with wheelchair access.
- There is a disabled toilet large enough to accommodate changing.
- There is a school Accessibility Plan.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We hold School Entry Plan meetings with the pre-schools for children with identified SEND on transfer to school to ensure a smooth transition. Information about other professionals working with your children will be shared at the meeting and appropriate plans made for their support to continue at school. Additional visits to school may be encouraged and transitions books are used.
- Transition between year groups within school is supported by meetings with the new class teacher and TA.
- Teachers attend transition meetings at the end of the school year in order to pass important information about your child to their next class teacher.
- When children move from St Margaret's CEVA Primary school to their secondary school, the SENCOs from each school meet to transfer all important information and to plan support. Often additional visits to the secondary school are planned, so that the children can get to know the new environment and the adults who will be supporting them. Parents are also encouraged to meet with the secondary school SENCO. All paper records are transferred to the new school.
- If children move to another primary school, all important information will be transferred and the class teacher or SENCO contacts the receiving school.

How are the school's resources allocated and matched to children's special educational needs?

- We have a team of trained TAs who provide targeted interventions to meet children's needs.

- The school may be able to apply for 'high needs' funding for children with the most complex needs. This funding is then used to ensure a higher level of support and resources for your child.
- The effectiveness of the extra provision is monitored by Governors via the Head Teacher's termly reports

How is the decision made about what type and how much support my child will receive?

- The decision making process is based on discussions between SENCo, class teacher, parents and other professionals.
- If concerns are raised regarding your child's IPM at the review stage, we will work in collaboration with the SENCo, class teacher, parents and other professionals, to ensure that more specialist assessment and/or provision is provided for your child.
- Should your child make good progress through the interventions and support given, then decisions may be made to remove SEN support. Support would then be provided by the class teacher through a normally differentiated curriculum.

Who can I contact for further information?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also contact our SENCO, through the school office.
- Additional information can be found in our SEND policy on our website.
- Contact parent partnership www.somersetparentpartnership.org.uk
- Contact Somerset Dyslexia Association www.somersetdyslexia.co.uk

Who should I contact if I am considering whether my child should join St Margaret's CEVA Primary School?

- Contact the school office to make an appointment to arrange a meeting with the Head teacher, Mrs L McDonald, or SENCo, Mrs S Dymel
- www.stmargarets.com or phone on 01935 822686