



Maryland Primary School

SEN Local Offer

Introduction:

The new code of practice (0-25 years -September 2014), requires Local Authorities to publish a '**Local Offer**' which sets out support that is available for children and young people with special Educational needs (SEN) in the local area. The local offer steering group developed questions in consultation with parents and carers which highlight their concerns and interests. Schools, colleges and agencies are expected to address these in the information they provide to parents about the services they can expect to access in their area.

Maryland School's **Local offer** describes the arrangements we make for all pupils as well as the ones that are 'additional and/or different for pupils with SEN. This attempts to address the questions below.

Provision at Maryland School:

ALL pupils will have access to:

- high quality teaching and learning
- a broad, balanced and differentiated curriculum
- reasonable adjustments to the environment and equipment for pupils with disabilities
- assessment for learning
- personalised target setting
- after school clubs and educational visits.

Pupils with additional SEN can expect to have access to:

- targeted interventions and support matched to their needs within the resources available to us
- individualised target setting
- personalised progress tracking and assessment of need
- flexible working groups
- additional adult support for specific tasks.

A few pupils with complex or significant needs will access:

- a personalised timetable
- evidence based specialist programmes within the resources available to us
- specialist services and therapists within the resources available to us
- adult support and small group working.

Below are Maryland Primary School's responses to the questions

1. How does the school know when a pupil has learning difficulties or special educational needs?

- concerns raised by parents/carers or teachers
- noticeable change in pupil's behavior, academic performance or health
- lack of progress
- poor test results

2. How are decisions made about how much support individual pupils receive?

- The SENCo (Special Needs coordinator) discusses pupils' needs on a case by case basis with members of the senior leadership team, the teachers, learning mentor, parents/carers and outside agencies. In some exceptional circumstances the SENCo liaises with the local authority on the needs of particular pupils before reaching the decision on the level of support pupils should receive.

3. How is support organised for pupils with identified special educational needs?

- base line assessment at the beginning of the academic year, at the point of entry and the end of the previous year
- pupils are then placed in ability sets for core subjects; (for our literacy programme in particular, pupils are placed in small homogeneous groups)
- differentiation in lessons for pupils according to their abilities
- TA support for pupils in class
- additionally, a schedule of interventions are drawn up each term, that ensures that all SEN pupils have a dedicated 1-1/group sessions with SEN TAs (Special Educational Needs teacher assistants) in the course of the year
- pupils with complex needs have access to 1-1 adult support with individualised programmes
- pupils with emotional, social and behavioural difficulties are provided with nurture and/or social groups
- Learning mentor provides counselling for pupils
- occasionally, pupils may require specialist support; in this case, referrals are made to the appropriate agencies for support; examples of this include psychological or psychiatric therapy sessions, occupational and speech and language sessions etc.

4. How are parents/carers informed about their child's needs and what support they are receiving?

- A meeting with parent/carer is held by class teacher and SENCo to discuss the concerns raised by class teacher about achievement and attainment of a child and also the intended support for the pupil.
- Class teacher informs parents about the progress of their child at parents' evenings.
- Yearly school reports
- Class teacher can update parents on the progress or otherwise of pupil at the end of the school day; in some circumstances teachers can request a formal meeting with parent/carer.
- Individual health care plan meetings

5. How does the school know if the extra support is helping pupils to make progress?

- Monitoring and assessment of pupils' progress is ongoing throughout the year.
- Formal assessments are carried out twice a year (autumn and summer assessments).
- Weekly assessment of IEP targets (Individual Education Plan) by teachers and tutors and a bi-weekly monitoring of the assessments by the school's SEN team.
- Weekly LSA updates with SENCo on pupils' progress.
- Liaison between curriculum post holders and tutors on progress of pupils in lessons, outcome of which informs future planning.
- Annotation of plans and feedback on post-it notes from TAs at the end of each lesson
- pupil progress meetings
- Headteacher monitors through personal interviews with teachers

6. How is the curriculum matched to pupils' needs?

- Pupils are set for core subjects (literacy and numeracy).
- Additional 1-1 tutoring in phonics for pupils who are struggling with reading.
- Differentiation in lessons (targeting the range of abilities in class).
- Teacher assistants allocated to groups of pupils in lessons.
- Intervention sessions to consolidate lesson objectives (these are delivered by SEN TAs outside of class).
- Additional 1-1 support by SEN TAs, targeting specific needs of key pupils.
- Booster teacher employed to target key skills with borderline pupils.
- Specialists' input and equipment for children.

7. How does the school know whether pupils are making progress?

- Assessment meetings where pupils' results are discussed, analysed and targets set for improvement.
- Weekly LSA meetings to discuss pupils' progress and further strategies for support.
- Record of pupil progress kept by LSAs.
- Use of photographs and video to capture pupils' progress in 'the moment' (evidence of this nature is shared internally; if there is a need to share it with an outside agency, parents are informed).
- Assessment of IEP targets assessed, the outcome of which informs teachers' planning.

8. How are parents/carers informed about how their child(ren) is/are doing?

- Pupils' progress are discussed with class teachers at parents' evenings.
- Parents can see class teachers at the end of the school day.
- Appointments can be made to speak in more detail about any concern.
- IEP targets are sent home twice a year; however ongoing assessment of these targets meant that they can be amended as necessary depending on the performance of pupils against the targets.
- Targets are usually set by the SENCo and class teachers; parents are encouraged to contribute their input to be included on their child's IEPs.

9. How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

- SENCo meets with parents at annual review meetings, their views are sought on the best way forward for their child.
- IEPs are sent home and parents are requested to add their input to their child's target.
- Yearly presentations to parents at one of our three parents' evenings, sharing strategies with parents on how to support their children's learning.
- Encouraging parents to support their children with homework
- Initiative based workshops such as bar method (Singapore problem solving math strategy), mathletics, phonics and IT.

10. What arrangements does the school make to support pupils transferring from another school?

This is dealt with on an individual basis. For pupils with needs such as severe autism, the SENCo, and Inclusion team:

- meet with the SENCo of the current school to discuss the needs of the child and the strategies used to support the pupils
- arrange a visit to observe pupils in their setting
- liaise with current school on a transition programme that ensures a tour of their would-be new environment
- provides new pupils with transition booklet that parents could use at home to prepare them for transition.
- Organize 'survival English' induction if needed.

11. How will the school prepare and support pupils who are transferring to a new school?

- Contact is made with the new school informing them of the impending admission of the pupils from our school.
- Meeting is held with the SENCo of new school to discuss the needs of the pupils and the strategies used to support the pupils.
- Induction programme starts early
- We arrange visits to the school, where the pupil stays for about 30 minutes initially then an hour, gradually to a full morning and a full day.
- Photographs of the pupil are taking while in their new environment; these are then made into a booklet for them to reinforce the impending transition.

12. What expertise and training do the staff who support SEN pupils have?

- TA training, level 2 progressing to level 3
- Training from agencies on specific learning needs such as speech and language, dyslexia, ADHD, autism, behavior management
- Twilight training on areas such as restraint, Numicon,
- Initiative based training such as bar-method (for maths problem solving), RWI (ReadWrite Inc. literacy programme), Box Clever (Speech and Language programme), assessment for learning-marking for improvement, ICT.
- First aid training for specific support staff member.
- Update on SEN national and local initiatives.
- years of experience of SEN staff members

13. What specialist support or services does the school access for pupils with SEN?

- Speech and Language Therapy Service
- Educational Psychology Service
- Complex Needs and Dyslexia team
- Child and family Consultation Service
- Social Services
- Newham Virtual School for Looked after children
- Service for the deaf and visually impaired
- Hospitals such as GOSH, Newham General, West Ham Lane Clinic
- Occupational Health Service
- Tunmash Centre- School Support team
- Newham Health Care service –School nurses
- Behaviour support Service
- MENCAP
- Language , communication and Interactive Team (Autism Support)

14. How are classrooms and other areas of the school adapted to meet pupil's individual needs?

As a school we are happy to discuss further reasonable adjustments that individual pupils coming to our school may require. However the list below shows the current level of accessibility:

- our school is single storey
- ramps into school to make the site accessible to all
- we have a disabled toilet as part of the hygiene room in the main school and the Children's Centre
- doors are wide enough for wheelchair access
- classroom furniture is age appropriate (infant furniture is height adjustable)
- storage units for pupils equipment are easily accessible for all abilities
- our classroom environments have consistent visual and interactive prompts to support teaching and learning.

15. What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?

Educational visits and after school clubs are available to all our pupils, regardless of ability. Risk assessments are carried out and procedures are put in place to enable all pupils to participate. If a health and safety risk assessment suggests that an intensive level of support is required, a parent or carer would also be asked to support the child, in addition to the usual school staff.

16. How does the School support pupils' overall well-being?

- We have a Family Centre that support the school community with issues that could otherwise become a barrier to children's learning and wellbeing.
- We have two family support workers in the school that support parents with issues such as immigration, housing, employment etc. which if not dealt with, could become a barrier to education, welfare and wellbeing of pupils.
- We have a learning mentor who targets anger management, self-esteem, emotional wellbeing and nurturing issues.
- SEN TAs target social skills issues in weekly sessions.
- TAs are on rota in the dining halls at lunchtimes support pupils with etiquette and encourage healthy eating.
- We have a welfare department led by a welfare officer who is responsible for organizing first aid staff and procurement of necessary equipment. She also manages health care plans for pupils with medical needs.

- School works closely with the school nurse for pupils with medical needs and also issues around physical development and the possible emotional or social issues associated with this.
- There is an open door policy for all pupils wishing to discuss issues with teachers or members of senior leadership team.
- Headteacher holds tea parties for pupils in the school; this is a forum for them to discuss any issues they wish to.

- School council has a high profile in the school. Members of this group are appointed as junior governors and they attend governors meeting yearly.
- We have a flourishing garden that gives our pupils opportunity of firsthand experience of nature. Our garden club plants fruits, herbs and vegetables that are sold to the school community.
- We also have the famous 'Cluckingham Palace', (our chicken coop), home to 8 chickens that produce eggs daily. These are sold to the school community, giving the children opportunity of developing entrepreneurial skills.
- There is access to breakfast and after school care for our pupils.

17. How does the school prepare their pupils for their next stage of education and for adult life?

- Year 6 progress academic review day meetings where teachers inform parents of the support their children need to meet the end of KS expectations.
- Post SATS CPSHE session on 'moving on'- the aim of this is to prepare y6 pupils for secondary school.
- Transition programme, delivered by Faith in School after SATs.
- Opportunities for pupils to attend open evenings in their prospective secondary school.
- Year 6 teachers and the SENCo meet with SENCos of secondary schools to share relevant information about their impending new intakes.
- Records of pupils are passed on to new secondary schools.
- A leavers' assembly is held for pupils; in this session, they are taken through graduation process and best wishes for the future.

18. Who can parents/carers contact to talk to about their child's special educational needs?

- Class teachers
- Members of SLT(senior leadership team)
- SEN team
- Children's Centre team

Our school address is Gurney Road, Stratford E15 1SL.

Phone number – 020 85348135

Fax - 020 853 44426

Email- info@maryland.newham.sch.uk

Website- www.maryland.newham.sch.uk

Maryland Children's Centre - Tel: 020 8534 8351

Buxton Road Entrance - access to centre is not available via Gurney Road.

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Appointments can be made with any of these people through the school office on 02085348135.

19. Who should parents/carers contact if they have a complaint about the SEN provision in the School?

There is a procedure for complaint in the school which all parents are encouraged to follow as listed below:

- Class teacher is the first point of contact
- SENCo Mrs. O Simisaiye
- Headteacher Mrs. L. Jackson and in her absence Mrs. L. Cooper
- The Chair of Governor Mr.G. Plant and
- SEN section of the local authority

We hope that all of the above have answered any queries you may have, however, do not hesitate to contact the school if you have further questions.