

# Marksbury Church of England Primary School

Marksbury, Bath, Bath & North East Somerset BA2 9HS

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## Special Educational Needs Local Offer for Families

*Educating generations to succeed*

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At Marksbury Church of England Primary School, we strive to support all our children and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

### **Pupil Premium**

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals (FSM) at any point in the last six years (known as 'Ever FSM 6'). Schools also receive funding for children who have been looked after continuously more than six months and children of service personnel.

The Government believes that Pupil Premium, which is additional to main school funding, is the best way to address current underlying inequalities between those children who are eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is paid directly to schools and is allocated for every pupil who receives FSM. Schools decide how to use the funding as they are best placed to assess what the pupil needs.

Schools are held accountable for the decisions they make through:

- performance tables
- the new Ofsted inspection framework

### **Children and Families Bill 2014**

The Children and Families Bill aims to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reformed the systems for adoption, looked after children, family justice and SEN.

The reform programme is set out in '*Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps*'. It includes:

- replacing statements and learning difficulty assessments with a new birth to 25 Education and Health Care (EHC) Plan—the Local Authority has responsibility for transferring existing statements to EHC plans by 2018 and with immediate effect for new applications
- improving cooperation between all the services that support children and their families.

## **Who are the best people to talk to at Marksbury about my child's educational difficulties and/or Special Educational Needs?**

### **Teachers**

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with support staff or the SENCO as necessary.
- Developing Single Support Plans (SPs) and sharing and reviewing these with parents at least 3 times a year and planning for future provision.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Teaching Assistants**

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities.

### **How can I talk to them about my child if I need to?**

You can contact your child's class teacher by telephoning or visiting the school to arrange an appointment.

As a school we welcome regular communication between parents and school on how a child's day has been.

## **SEND Governor**

The SEND Governor is responsible for:

- making sure that the school has an up to date SEND policy
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- reporting to the full governing body.

## **The Headteacher and SENCO are responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They give responsibility to class teachers and TAs but are still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- They must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Following a graduated response appropriate to the needs of the individual child
- Ensuring that parents are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
  - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.

- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Support Plans (SPs) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

### **How can I talk to them about my child if I need to?**

You can contact your child's Headteacher and/or SENCO by telephoning or visiting the school to arrange an appointment.

### **How does Marksbury know if children need extra help?**

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous school or pre-school
- the child's progress and/or attainment is significantly below age related expectations
- there is a significant or prolonged change in the child's behaviour
- there are/have been life events causing change in a child's social and emotional health
- a child asks for help

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you

- any concerns you may have
- any further interventions or referrals to outside professionals to support your child's learning how we can work together, to support your child at home and at school.

Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown. Please talk to your child's class teacher, the Special Educational Needs Co-ordinator (SENCO), or the Headteacher. Your concerns will always be taken seriously – your views on your child's development and progress are always valuable.

### **How will the curriculum be matched to my child's needs?**

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEN, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.

Regular meetings (at least three times a year) also provide opportunities for parents/carers to discuss the curriculum with the class teacher. A home/school link book may also be provided.

### **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all children. Financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access for all to all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.

For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity/trip.

### **How will Marksbury Primary School staff support my child?**

All children have individual needs. Children in school with SEN will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:

- other staff in the school
- support and guidance from our Thrive practitioner and access to the Thrive corner
- working in collaboration with staff from dual placements where applicable
- staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- staff who visit from outside agencies such as the Speech and Language therapy (SLIP) Service or Occupational Therapists (OT)
- an assessment by an Educational Psychologist or other specialists e.g. Behaviour, emotional and mental support
- working in 1:1 or small groups on a specific programme of work e.g. numeracy skills, literacy skills, nurture groups etc.
- providing special equipment/resources as required to support your child's learning and development

The class teacher (sometimes with the SENCO) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENCO.

Regular reviews of a child's progress are discussed at Support Plan (SP) meetings. These will usually follow the format of the graduated response. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

- making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- support to set targets which will include their specific professional expertise
- your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
- a group or individual work with outside professional.

#### **How will I know how well my child is doing?**

Class teachers are happy to discuss how well your child is doing; these discussions do not need to be limited to the regular Support Plan meetings. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.

All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.

### **What specialist services can the school access?**

We have access to a very wide range of specialist services as follows:

Marksbury Thrive Practitioner

Autism Outreach Service

Behaviour Support Service

CAMHS

Counselling Services

Educational Psychologists

Occupational Therapists

School Nursing Team, Paediatricians and GPs

Social Care teams

Child Protection Officers

Speech and Language Inclusion Partnership

Children Missing Education Officers

Sensory Support Services

Physiotherapy

Parent Partnership

Play therapist

Ethnic Minority and Traveller Achievement Service

Bereavement Support

Looked After Children Support



### **What support will there be for my child's wellbeing?**

The school offers a range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher or the SENCO, regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child. We also have our own Thrive practitioner who is able to assess a child, create an action plan and monitor progress.

Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or an organisation like 'Off the Record'.

For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family.

For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team. This may lead to the assessment or support of, for example, a disability nurse or an occupational therapist.

Where appropriate, homework tasks may be adapted to suit the needs of individual children.

### **What training opportunities are there for staff supporting children with SEND?**

It is the Headteacher or SENCO's job to support class teachers in planning for children with SEN and provide in-house training where possible and necessary. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

### **How accessible is the school environment?**

We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. We have a toilet for disabled users, a shower and wide doors in the main school. As part of reviews of school premises carried out by the LA, accessibility issues are always considered in light of any individual need.

### **How will Marksbury Primary School support my child's transition to and from school?**

Induction for all Early Years children takes place in Terms 5 and 6, and includes two half day sessions in school and an induction meeting for parents. Pre school children have the opportunity to come to school for lunch during term 6. Reception staff can visit pre-school settings to observe children and discuss their early year's progress with pre-school staff. If your child joins the school in Reception, there may be transition funding available to support your child to settle into school.

For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is available on the B&NES website. For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENCOS are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible.

If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

### **How will Marksbury Primary School allocate resources to support my child's needs?**

The school budget received from The Education and Skills Funding Agency (part of the DFE) includes money for supporting children with SEN. The School Leadership Team decide on the allocation of the total budget for Special Educational Needs in consultation with the school governors.

The School Leadership Team discuss all the information they have about SEN in the school, and decide what resources/training and support is needed. SEN funding is usually allocated to employ staff and outside specialists and to buy resources and equipment.

Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school applies for a statutory assessment of the child, which may lead to further support being provided by the LA in the form of an Education Health Care Plan (EHCP). Parents can also request that the LA carry out a statutory assessment of their child's needs.

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

Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable schools to allocate resources/support for the child.

### **How can I be involved in discussions about and planning for my child?**

All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher – either formally at Support Plan meetings and parent/teacher consultations, or informally at the end of the day, for example. These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school.
- Discussions with other professionals e.g. the SENCO, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both).

This may also happen through other means e.g. a home/school communication book, or TAC (Team Around the Child) meetings.

### **Who can I contact for further information?**

If you wish to discuss any aspect of your child's education, please contact:

Your child's class teacher

The SENCO

Headteacher

The SEN Governor

Please contact the school if you have any further questions.