

ST MARY'S CE PRIMARY SCHOOL

LOCAL OFFER



ST MARY'S LEWISHAM CE PRIMARY SCHOOL

Our Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words *'As I have loved you, so you must love one another'* (John 13:34).

St Mary's Local Offer is information for parents, carers and people who support pupils with Special Educational Needs & Disabilities (SEND). The Local Offer will outline the support and provision that parents and carers can expect to receive for a child with SEND. All Lewisham maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

People who support children with Special Educational Needs & Disabilities in this school

School Based Information	Staff	Summary of Responsibilities
<p><i>Who is the best person to speak to about my child's difficulties with SEND in this school?</i></p>	<p>➤ The SENCO, Caroline Maseko</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support of children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • 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, Educational Psychology etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress. <p>Ensuring that you are:</p> <ul style="list-style-type: none"> • 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 your child

Identification and intervention are essential when supporting a child with Special Educational Needs. The SEND children at St Mary's will get support that is personalised and specific to their individual needs.

	Types of support provided, also showing the stage of the SEN Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
<i>What are the different types of support available for children with SEND in this school?</i>	Class teacher input through class teaching also known as <i>Quality First Teaching</i> .	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do or can understand. • Putting in place different ways of teaching so that your child is fully involved in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	All children in school should be getting this when needed as a part of outstanding classroom practice.

	<p>Stage of SEND Code of Practice:</p> <p>SEND Support - this means a child is receiving extra intervention to support them to achieve their expected level e.g. Literacy intervention both in and outside of the classroom. Your child may also be targeted for some extra specialist support in school or from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • ASD Outreach Team or Sensory Service (for students with a hearing or visual need). Outside agencies such as the Speech and Language Therapy (SALT) Service, Educational Psychologist. • Specific group work with a TA, within a smaller group of children. This group may be run in the classroom or outside. • Specialist groups run by or in partnership with outside agencies e.g. Speech and Language Therapy or Occupational Therapy groups AND/OR Individual support for your child. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A Learning Support Assistant/teacher or outside professional e.g. Speech and Language Specialist may run small group sessions. • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding classroom teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. 	<p>Any child who has specific gaps in their understanding of a subject area of learning.</p> <p>Children will be at the stage of the SEND Code of Practice called School Support which means they have been identified by the class teacher as needing support.</p> <p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>
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	<p><i>Stage of SEND Code of Practice:</i></p> <p><i>Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process and you can find more detail about this in the Lewisham Local Offer. • After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong. • Require additional support in school that is over and above that provided from the school's budget in order to make good progress

	<p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language Therapy (SALT) Service. 	<p>statutory assessment. If this is the case they will ask all professionals involved with your child to write a report outlining your child's needs. They will also seek your views.</p> <ul style="list-style-type: none"> • After the reports have all been sent in, the Local Authority will decide if your child needs additional support in school that is over and above that provided from the school's budget in order to make good progress. If this is the case they will write an Educational Health and Care Plan. If this is not the case, they will ask the school to continue with school support and also set up a meeting in school to ensure a plan is in place so your child makes as much progress as possible. • The Education Health and Care Plan will state the level of additional funding that the Local Authority will provide for the school to make the additional provision your child requires. It will also indicate how the support should be used and what strategies should be put in place. It will also have long and short term goals for your child. 	
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<p>How are the teachers in school supported to work with children with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the teachers in planning for children with SEND. • The school ensures there is training for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information & training on SEND issues 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 e.g. from the ASD Outreach service.
<p>How will the teaching be adapted for my child with learning needs?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom, in line with their needs. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her teachers and the Senior Leadership Team, and termly through Pupil Progress meetings. • His/her progress is reviewed formally every term and an assessment is given in each subject. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all the adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

<p>What support do we have for you as a parent of child with a SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child’s teachers or SENCO so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child’s individual needs.
<p>How we support your child to enhance their self –esteem and promote emotional wellbeing?</p>	<ul style="list-style-type: none"> • There is a strong Spiritual, Moral, Social and Cultural (SMSC) curriculum alongside our School Values and Christian Ethos. • Social stories are used to support children’s understanding. • Children are encouraged to participate in circle of friends. • The use of reward systems and positive praise. • Providing opportunities for children to take on roles of responsibility in school e.g. School Council and Young Leaders. • Support from the school’s learning mentor or the Outreach Inclusion Service (OIS) mentor
<p>How have we made St Mary’s School a supportive environment that is accessible to children with SEN?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • Key words and literacy resources are used across the school to support learning. • Computers in every classroom and an ICT suite. • Communicate in print software is available. • We offer a variety of after school clubs e.g. cooking, football etc. • Staff use Makaton Signing, symbols, Picture Exchange Communications (PECS), visual timetables. • Pupils are in ability groups for phonics across Key Stage one. • Access to Occupational Therapy & Physiotherapy advice. TAs are trained to implement programmes. • Pupils with care plans are supported in class with all professionals aware of the plan.

<p>How will we support your child when they are leaving this school? OR moving to another Year?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none">• If your child is moving child to another school:<ul style="list-style-type: none">○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.○ We will make sure that all records about your child are passed on as soon as possible.• When moving years in school:<ul style="list-style-type: none">○ Information about your child will be shared with their new teachers○ If your child would be helped by a personalised plan for moving to another year, we will put this in place.
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