

# **Measham CE Primary School Academy Local Offer for SEND**

## **1. The kinds of special educational needs for which provision is made at Measham CE:**

This mainstream school provides a broad and balanced curriculum for all children including those with special educational needs or disabilities. We are committed to inclusion for all children in all areas of the curriculum.

The school uses the Leicestershire local authority admissions policy for all admission arrangements and does not refuse admission to pupils within the catchment area with SEND, or discriminate against out of catchment pupils based on SEND.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

· has a significantly greater difficulty in learning than the majority of others of the same age,

or

· has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

or

mainstream post-16 institutions

## **2. Information about policies for the identification and assessment of pupils with special educational needs:**

At Measham CE, class teachers make regular assessments of progress for all pupils in line with our SEND annual schedule (appendix 1). Where initial concerns arise for children that may have SEND, assessments are undertaken with the support and guidance of the SENCO to ensure early intervention. These seek to identify gaps for pupils making less than expected progress given their age and individual circumstances (See appendix 3 for early identification flow chart). This can be characterised by progress which:

· is significantly slower than that of their peers starting from the same baseline

· fails to match or better the child's previous rate of progress

· fails to close the attainment gap between the child and their peers

· widens the attainment gap

All areas of need are assessed. These four broad areas of need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical need

It is the role of the SEN Co-ordinator (SENCO) to keep up to date with assessment strategies used to identify gaps in learning. These forms of assessment are used according to the needs of the

child with reference to the monitoring of progress that has taken place. It is also necessary for these assessments to be implemented early and tracked to ensure that any difficulties in learning are identified. For higher levels of need, the school will draw on more specialist assessment from external agencies and professionals.

### **3. Information about Measham CE policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:**

*(a) How Measham CE evaluates the effectiveness of its provision for such pupils:*

It is the role of the SENCO to evaluate the effectiveness of SEN provision as outlined in the SEND annual schedule (appendix 1). This is done on a yearly cycle in line with our tracking of all pupils data and our monitoring cycle which is decided on annually. Monitoring also involves Governors in at least one aspect each year.

The use of the graduated approach for intervention and SEND provision ensures that a graduated approach is followed - Assess, Plan, Do, Review. When reviewing the impact of an ILP, it is important to measure the impact on the child's progress. A range of different assessments and screening tests are used to measure this according to need.

*(b) Measham CE's arrangements for assessing and reviewing the progress of pupils with special educational needs:*

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Children are assessed and monitored at different levels according to need and involvement of other agencies. Children can be at the monitoring stage, SEND support stage or have an Education, Health and Care plan developed by the Local Authority. For more information, see appendix 2.

Parents are involved at all stages of the process and the monitoring cycle across the year. If it is decided that children require an SEND Support Plan, this will outline all support given to the child and the impact it has had on their progress. Part of this plan will include long term outcomes and how the child has made progress as outlined on the Individual Learning Plan. Parents are informed of the provision set up to support their child in their learning, specific short-term targets and how they can support their child. These are reviewed on a termly basis at the very least and are focused on outcomes to reach targets rather than just a list of provision. Parents are invited to attend reviews of Individual Learning Plans on a termly basis.

*(c) Measham CE's approach to teaching pupils with special educational needs:*

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;

- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

There are a number of different ways that Measham CE will respond to individual needs. These strategies could include intervention as one-to-one or in a group with a teacher or teaching assistant, pre-teaching or follow-up of key concepts in planned repetition to develop skills or adaptation of resources. The choice of strategies used are discussed with parents and the pupil and are recorded on the Individual Learning Plan or SEND Support Plan.

*(d) How Measham CE will adapt the curriculum and learning environment for pupils with SEND:*

The school is committed to ensuring that all children have access to the whole curriculum regardless of SEND. The school budget will be used where necessary to make reasonable adjustments to ensure that children have the resources and accessibility to access the curriculum (e.g. coloured overlays for reading, printing text onto coloured paper).

Other adaptations are made to curriculum during the planning stage to ensure that a range of different teaching styles are used. This also includes the adaptation of resource according to need.

*(e) How Measham CE will provide additional support for learning that is available to pupils with SEND:*

Additional support for learning is allocated according to individual needs. Decisions are made using the assessments of progress and tracking of progress that has been made. This will be discussed during review meetings with parents and pupils.

Additional support could include speech and language support, additional pastoral support from teaching assistants or specialist teaching services.

Access arrangements for statutory tests are discussed on an individual basis and determined by a list of requirements.

*(f) Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum:*

Children with SEND are fully encouraged and positively expected to engage in all extra-curricular activities including residential trips and after school clubs. Where necessary, extra arrangements that need to be put in place will be discussed with parents and pupils.

We encourage children with SEND to take a full and active part of school life by mentoring them in additional roles and responsibilities e.g. helping in the dinner hall at lunch-times.

*(g) Support that is available for improving the emotional and social development of pupils with SEND:*

The school supports all children pastorally. All classes have teaching assistants and where necessary, children have access to trained Inclusion Mentors specialising in emotional and social

development. Such support can happen within lessons or as a separate pastoral activity planned around their particular needs.

**4. The SENCo at Measham CE is Mrs Tracy Price contactable through the school office.**

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:**

All members of staff have access to a range of training. Staff meetings dedicated to SEND are held on a regular basis to ensure that training is kept up to date and other training can be shared. It is the role of the SENCO and individual staff members to be aware of training opportunities and share/disseminate what they have learnt from these training sessions.

Staff have ongoing updated training in ADHD, dyslexia and how to support children showing signs of dyslexia. This has been extended to include an understanding of dyscalculia. Staff have also been involved with training for Speech and Language and other communication (Makaton)

The school has access to a number of specialist services including the school nurse, Educational Psychology, Speech and language support, Specialist Teaching Services, and pastoral support. These services are used to ensure staff expertise is kept up to date.

**6. Information about how equipment and facilities to support children and young people with SEND will be secured:**

SEND has an allocated budget reviewed annually according to need. Adaptations to the school building are reviewed in its premises long-term plan which includes any potential emerging needs for disability access. All areas of the school building are fully accessible including disabled toilet facilities and a disabled parking space. Additional resources for learning are allocated according to individual needs within school budget limitations. Decisions are made using the assessments of need and tracking of progress that has been made. This will be discussed during review meetings with parents and pupils. Specialist services will also be involved in decisions made on the allocation of resources.

**7. The arrangements for consulting with and including parents/carers views:**

Parents have been consulted in the formulation of this offer from our school.

Parents are involved at all stages of the process in planning and reviewing Individual Learning Plans. Parents are informed of all targets and strategies for how they may support their child. These are reviewed on a termly basis at the very least and focused on outcomes to reach targets rather than just a list of provision. Parents are invited to attend reviews of Individual Learning Plans on a termly basis. There are many other opportunities across the year to engage with their child's learning. Parents are also encouraged to discuss any issues they may have with teachers at the beginning and end of the day. Any new parents are fully encouraged to contact the school to arrange a time to visit the school.

Parent questionnaires and informal discussion forums are used to collect parent views about learning at Measham CE.

## **8. The arrangements for consulting young people with SEND about, and involving them in, their education:**

Pupils are involved with decisions around their provision as much as possible. They are involved in the reviewing and setting of targets. Strategies are used within the classroom to ensure that children are fully aware of the target they are working towards and what they might look like when they achieve it. During any work with specialist services, pupils are involved through individual discussions.

Governor and Senior Leader monitoring about the curriculum and learning at Measham involves speaking with children about their learning and the curriculum so pupil views are a continually high profile part of our monitoring cycle.

## **9. Arrangements for complaints:**

If parents/carers have a concern about their child's SEND provision, their first point of contact should be the class teacher or SENCO. Most concerns can easily be allayed at this level but parents may follow the steps outlined in our complaints policy (available on our website) if they wish to take their complaint further.

## **10. How the school involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:**

The Measham CE involves a number of other bodies according to need. The school works with services such as Speech and Language services, Educational Psychology services and A&D pastoral support who are part of the planning process when deciding support needed for a child. The school nurse is available for referral and also advises the school on various policies.

## **11. The contact details of support services** (including those for arrangements made in accordance with clause 32):

For any questions or concerns around the SEND provision for your child or further possible services, contact the class teacher or SENCO via the school office on 01530 271019 or [office@measham.leics.sch.uk](mailto:office@measham.leics.sch.uk) and we will be happy to advise. For additional advice and support for your child, please see the local authorities local offer website [http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

If you are considering whether your child should join the school, please contact the school office to arrange an appointment with the Headteacher.

## **12. Measham CE's arrangements for supporting transition:**

When children come to transition points (either into Measham, moving up a class or onto their next school) additional visits or time in their new environment can be arranged if needed to ease this process and reassure both children and parents.

Conversations about provision between Class Teachers and SENCOs in different settings are commonplace as part of our transition arrangements. Information about the support given to the child is passed to the new educational setting. For children in Year 6, if needed, the SENCO of the next school is invited to review meetings during the year.

### **13. Information on school/college contribution to the publication of the local authority's local offer**

Leicestershire's local offer can be found at

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

This school is a mainstream school and offers a universal service to children with SEND.