

SEND Local Offer



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At St Margaret’s CE Primary School we pride ourselves on our inclusivity and we are committed to providing the best possible education to all of our children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This document is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with Special Educational Needs and/or Disabilities. It is important to note that it may not include every skill, resource and technique that we employ as these are continually being developed and modified to meet the changing requirements of individual children.

**Section 1 – Range of Provision**

***What types of SEND are provided for at St Margaret’s?***

Currently supports or has supported pupils with a range of individual needs, including:

* Autism Spectrum Conditions/Disorders (ASC/ASD) including Asperger’s Syndrome
* Specific Learning Difficulties including Dyslexia, Dyspraxia (Developmental Co-ordination Disorder), Dyscalculia
* Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD)
* Speech, Language and Communication Needs or Difficulties (SLCN/SLCD)
* Social, Emotional and Mental Health Difficulties (SEMH)
* Hearing Impairment (HI)
* Visual Impairment (VI)
* Global Developmental Delay
* Moderate Learning Difficulties (MLD)
* Sensory Processing Difficulties
* Physical Impairment

***Who can I talk to about SEND at St Margaret’s?***

Your child’s **class teacher** will be your first point of contact if you have any concerns. Class teachers are responsible for:

* Providing a differentiated curriculum to meet the needs of all learners
* Ensuring that all children have access to good/outstanding teaching
* Identifying pupils with SEND so that early intervention can be implemented
* Liaising with parents and the SENCo
* Attending pupil review meetings when possible
* Planning for learning support assistants to work with the children
* Ensuring that the school’s [SEND policy](https://primarysite-prod-sorted.s3.amazonaws.com/greswold-primary-school/UploadedDocument/8b33528ce6b54a09b21913eb4e2bbe22/send-and-inclusion-policy.pdf) is followed in their classroom

The **SENCo** (Special Educational Needs Co-ordinator), Mrs Jayne Bannister. The responsibilities of the SENCo include:

* The day to day running of the school’s [SEND policy](https://primarysite-prod-sorted.s3.amazonaws.com/greswold-primary-school/UploadedDocument/8b33528ce6b54a09b21913eb4e2bbe22/send-and-inclusion-policy.pdf)
* Liaising with and advising fellow staff including support staff
* Co-ordinating provision for children with SEND
* Maintaining the schools SEND register
* Monitoring the progress of all pupils with SEND
* Liaising with parents of children with SEND
* Contributing to the in-service training of staff, and liaising with external agencies
* Meeting with the SEND governor

**Teaching Assistants** (TAs) or **Learning Support Assistants** (LSAs)

* Learning support staff can assist the class teacher in delivering work for specific children or small groups of children with special needs. This programme will be planned by the class teacher for the learning support assistant staff, with specific guidelines for delivery of the work. The children may be withdrawn from the classroom setting with the learning support assistant, if necessary, although the new Code of Practice states that pupils should be supported within the classroom as much as possible and the class teacher is responsible for ensuring provision for all pupils.
* Learning support staff are responsible for feeding back to the teacher about the child’s progress and about any concerns.

The **Head Teacher**, Mrs Anita Delaney, whose responsibilities include:

* The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.
* Giving responsibility to the SENCo and class teachers but still responsible for ensuring that your child’s needs are met.
* Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **SEND Governor**, Mr Darren Smith, whose responsibilities include:

* Making sure that the school has an up to date [SEND Policy](https://primarysite-prod-sorted.s3.amazonaws.com/greswold-primary-school/UploadedDocument/8b33528ce6b54a09b21913eb4e2bbe22/send-and-inclusion-policy.pdf)
* Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
* Making sure that the necessary support is in place for any child who attends the school who has Special Educational Needs and/or disabilities.
* Making visits to understand and monitor 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.

All of the above can be contacted via the school office.

***What is St Margaret’s approach to teaching pupils with SEND?***

At St Margaret’s our intention is always to be as inclusive as possible while providing the best education for each individual pupil and meeting their special educational needs. We strive to ensure that all pupils are included in all aspects of school life and are supported to have the best experiences we can provide.

Class teachers have the highest expectations for all the pupils in their class, including those with SEND. All teaching is based on building on what pupils already know, can do and can understand. Class teachers use a variety of teaching strategies so that all pupils are fully involved in learning in class. They will put in place specific strategies which may be suggested by the SENCo or outside agencies to enable pupils to access learning tasks.

Some pupils may be involved in intervention groups which may take place outside the classroom. These will be planned and monitored by the class teacher and delivered by a teaching assistant. They may be used to address gaps in learning, misconceptions, or to teach a specific skill or concept in a smaller group. Any pupil identified as needing specific support may be included in an intervention group for a planned period of time.

Some pupils may be identified as having specific barriers to learning which may require a more specialist approach. They may require referrals to specialist outside agencies, assessments and support that is additional to their peers. At St Margaret’s we do our best to address the needs of each individual pupil and these assessments help us to support our pupils appropriately. We do not rely on ‘labels’ or a diagnosis in order to provide appropriate support.

A small number of pupils are identified as needing a higher level of individual or specialist support which cannot be provided from the resources already delegated to the school. These pupils may require an Education, Health and Care Plan (EHCP). The school and parents can request that the Local Authority carry out a statutory assessment of a pupil’s needs. The Local Authority will decide if the pupil’s needs are severe, complex and lifelong and whether to provide an EHCP. The EHCP is a legal document that outlines strategies and support to achieve both short and long term goals for a pupil.

***Communication and Interaction:***

Universal support (for all pupils where appropriate)

* Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
* Key words mats
* Increased use of visual aids and modelling
* Adapted classroom environment
* Class visual timetables
* Structured school and class routines

Targeted support (depending on the needs of the pupil)

* In class support with focus on supporting speech and language
* ICT software
* Symbol supported text
* Individual visual timetable and task management
* Advice from Speech and Language Therapy Service

Specialist support (for pupils with more complex needs)

* Support from Speech and Language Therapy service
* Specialist programmes devised by Speech and Language Therapy Service
* Autism specific programme (ASD team)
* SISS Autism team advice and Inclusion Support Practitioner support
* SENTAA Communication and Learning Difficulties specialist advice and support
* PECS (Picture Exchange Communication System)
* [Makaton](https://www.makaton.org/) signing
* Social Stories
* Comic Strip Conversations
* Individual workstations (TEACCH approach)
* 1-1  support or teaching for some lessons or parts of lessons

***Cognition and Learning***

Universal support (for all pupils, where appropriate)

* Differentiated curriculum planning, activities, delivery and outcome
* Careful grouping
* Modelling
* Visual timetables
* Visual reminders, memory aids
* Illustrated / ACE dictionaries
* High interest / low reading age books
* Writing frames
* Scaffolding learning
* Task boards
* Access to ICT
* Use of recordable devices
* Reducing copying from board

Targeted support (depending on the needs of the pupil)

* Intervention programmes such as Numicon and Read,Write Inc.
* Precision teaching
* Shared in class support from TA
* Multi-sensory spelling practice groups
* Targeted ICT access
* Small group support or teaching for part of some lessons or interventions
* Reading overlays
* Coloured paper and exercise books

Targeted support (for pupils with more complex needs)

* Intense English / Maths support and interventions
* Individual reading programme
* Specialist literacy and numeracy programmes e.g. Nessy Reading and Spelling; IDL -Numeracy.
* SENTAA Communication and Learning Difficulties specialist advice and support.
* Small group or 1-1  support or teaching for some lessons or parts of lessons.
* Auditory and visual memory groups
* Fine and gross motor skill programmes such as BEAM
* Specialist ICT equipment or programmes

***Social, Emotional and Mental Health***

Universal support (for all pupils, where appropriate)

* Whole school behaviour policy
* Whole school values
* Whole class / individual movement breaks
* Whole school/class rewards and sanctions systems
* Circle time
* Jigsaw activities
* Access to Lunch Club

Targeted support (depending on the needs of the pupil)

* Small group Circle Time
* Emotional Literacy small group work
* Learning Mentor support
* Stress balls, fiddle toys
* Planned movement and/or sensory breaks
* Nurture practices
* Circle of friends
* Individual reward system

Specialist support (for pupils with more complex needs)

* Use of Boxall Profiles
* Advice from Educational Psychologist
* SISS Social Emotional and Mental Health team advice and support
* CAMHS/SOLAR advice and support
* Nurture group support
* ELSA work (Emotional Literacy)

***Sensory and/or Physical***

Universal support (for all pupils, where appropriate)

* Flexible teaching arrangements
* Staff aware of implications of physical impairment
* Writing slopes
* Wobble cushions, weighted resources
* Pencil grips and adaptive pens/pencils
* Medical support/advice
* Adapted worksheets and visual aids

Targeted support (depending on the needs of the pupil)

* Keyboard skills training
* Additional fine motor skills practice
* In class support for access and safety
* BEAM programme
* Stress balls, fiddle toys
* Pre-teaching of key concepts

Specialist support (for pupils with more complex needs)

* Some individual support in class to access curriculum activities
* Access to specialist ICT hardware and software
* Specialist equipment e.g. adapted chair, toilet frame
* Advice/input from Sensory and/or Physical Impairment, Hearing and Visual teams
* Speech recognition software
* Use of radio aids for hearing impairment
* Access to sensory room

***How is the effectiveness of the provision for pupils with SEND evaluated?***

We have high expectations for our pupils with SEND, and respond proactively when we feel that a strategy is not having the intended impact. We strive towards our pupils with SEND making progress at the same rate as their peers, from their starting points.

***How have we made the school buildings and site welcoming for pupils with SEND?***

We are committed to carrying out our duty to make reasonable adjustments under the Equality Act 2010 and we endeavour to ensure we have the best possible facilities and equipment to support all children.
The building is fully wheelchair accessible and there are disabled changing and toilet facilities.  There is a disabled bay in the staff car park which parents are able to use following agreement with the Headteacher.

‘Quiet’ areas have been developed in various places around school to support the needs of particular children who need a low stimulatory learning environment.

A range of equipment and resources are purchased throughout the year to support specific needs and these are usually recommended as part of advice received from the external professionals we work with.  In recent years, resources have included specialist chairs, individual iPads, emotion cards to support a child’s developing understanding of emotions, sensory resources such as weighted lap cushions and wobble cushions, writing slopes and ‘easy’ pens and pencils.

Reference to Accessibility Plan

***Who are the other people providing services to pupils with SEND?***

Along with our talented and dedicated teachers, leaders and support staff, we also have access to support from Solihull Inclusion Support Service and other professionals for advice and support

Solihull Inclusion Support Service (SISS) teams include:

* Social, Emotional and Mental Health team
* Sensory and/or Physical Impairment team
* Autistic Spectrum Disorder team
* Early Years Specialist Assessment team
* English as an Additional Language team

Other Professionals include:

* SENTAA Communication and Learning Difficulties Specialists
* [Speech and Language Therapy (SALT)](http://socialsolihull.org.uk/localoffer/wp-content/uploads/sites/21/2016/11/2016-November-Solihull-Paediatric-SLTservice-Local-Offer-Vers3.pdf)
* Occupational Therapy
* [School Nurse](http://www.heartofengland.nhs.uk/school-nursing/)
* [Community Paediatrician](http://www.heartofengland.nhs.uk/wp-content/uploads/local-offer-Community-Paediatrics.pdf)
* Educational Psychologist
* [S](http://www.heartofengland.nhs.uk/solihull-hospital/meadow-centre/)pecialist Assessment Service
* [SOLAR](http://www.bsmhft.nhs.uk/our-services/solar-youth-services/)/CAMHS

***How does St M’s identify pupils with SEND and how are they assessed?***

***Identification***

We follow a graduated approach to every child’s learning, following the Assess – Plan – Do – Review model to ensure that we are meeting the needs of every child.

On-going monitoring and assessment of each individual child’s progress is extremely important. Regular observations, assessment and recording the progress of allchildren is used to identify children who are not progressing satisfactorily and who may have additional needs.

Each term, class teachers meet with the Head Teacher and SENCo to discuss the progress and attainment of all the children in their class, and any concerns they may have.  Targeted support and/or interventions may be put in place to address these concerns, and the child is monitored for an agreed period of time (this is called school monitoring). If there are still concerns based on the school’s observations and assessment data, and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing differentiated curriculum support within the class or additional support.

With the agreement of parents, a child may be placed on the SEND Register, and may require an Individual Education Programme (IEP) which has very specific short-term targets which are identified to support the child’s progress.  In these cases, parents will be invited into school to discuss the targets with the SENCo and class teacher and then be invited to termly review meetings to review the progress made against the targets and set new targets as appropriate.

For further information, please see the school’s SEND policy.

***Assessment***

At St Margaret’s we understand that all pupils make progress at their own pace, and that progress can be measured in many different ways. This is particularly true for pupils with SEND.

If a pupil is working below the expected level for their age, these assessments can clearly show the progress they are making and help to identify the gaps in learning.

In addition, pupils with a diagnosis of Autism may have ongoing assessment based on the Progression Framework published by ‘Autism Education Trust’, which focuses on specific areas of difficulty for pupils with Autism.

All pupils on the SEND register have a termly Individual Education Plan with targets, which are assessed in collaboration with the class teacher, parents, other staff members and the pupils themselves. Targets are intended to be achievable over the term, and new targets are agreed upon by pupils, parents and teachers. These targets may be based on curriculum subjects, physical needs or social and emotional areas of difficulty.

Pupils with an EHC Plan have outcomes to work towards annually, which are assessed collaboratively as part of the annual review process.

***How are the adults in school helped to work with pupils with SEND and what training do they have?***

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.

Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with SEND is planned and implemented termly. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Recent training includes:

* Specific Learning Difficulties
* Autism
* Emotion Coaching
* Attachment Difficulties
* Anxiety
* Dyslexia

**Section 2 - Inclusion:**

***How does St M’s promote inclusion for pupils with SEN?***

At St Margaret’s we are fully committed to being an inclusive community, providing the best educational experience as possible for all our children. Our class teachers have high expectations for every child in their class and plan their teaching based on what the children already know, can do and understand. They put in place a wide variety of teaching strategies and resources to ensure that every child is engaged in learning. Lessons are differentiated to meet the needs of every child in the class, and children given opportunities to work independently and collaboratively. Specific strategies are put in place for children who have additional needs, following guidance from the SENCo or other professionals involved with the child. Support staff are deployed strategically to provide support where it is most needed.

***What arrangements are there for educational visits, residential visits and extra-curricular activities?***

All children at St Margaret’s are able to participate in a range of educational visits which are carefully planned by staff to enhance their learning.  In addition, Year 6 children benefit from a residential visit to Manor Adventure in Matlock, Derbyshire. Every possible effort is made to ensure these visits are accessible to every child regardless of their needs.
Risk Assessments are carried out for each visit and appropriate numbers of adults are made available to accompany the children including 1:1 support if necessary.

After school clubs are available to all children and relevant adjustments will be made to support participation.

***What proportion of pupils currently at St Margaret’s have SEND?***

As of September 2024, 9% of children from Nursery to Year 6 are on the SEND register. There are currently 22 children on the SEND register.

**Section 3 - Parental Involvement**

***How does St M’s involve pupils if parents with SEND?***

Parents are involved at every stage during the identification of children with SEND and following.

In the first instance, parents will have already spoken to the class teacher during Parent Evenings. Agreed strategies / interventions will be put in place and the child’s progress will be monitored by the SENCo. This is known as school monitoring.

Following a period of school monitoring and when there are further concerns regarding a child’s progress or needs, a meeting will be arranged with the SENCo to discuss parents’ views and wishes. At this stage, the SENCo and parents will decide if the child should be placed on the SEND register.

 An Individual Education Plan will be set up with input from everyone involved with the child. This will detail any adjustments that need to be made in school and for learning, the difficulties experienced by the child, short term targets and how these will be achieved, additional support that will be provided, attainment data and next steps. There will be a review meeting each term with parents, the class teacher and the SENCo (and sometimes other professionals involved with the child) to discuss progress against the targets, what is going well and what needs to change. The Individual Education Plan will be updated and a copy shared with parents. Parents are also encouraged to contact the class teacher or the SENCo with any questions or concerns if needed between meetings. Children with an EHCP will also have an EHCP Annual Review, where the EHCP will be updated and new targets agreed. This meeting will be attended by parents and any professionals involved with the child; the plan co-ordinator from the Local Authority will also be invited to attend.

***How is progress measured and how is this communicated with parents?***

Progress will be measured using appropriate assessment strategies within the classroom and sometimes using standardised tests. Progress for those pupils working significantly below the expected level for their age will be recorded using the school SEND Assessment sheets and shared with parents at review meetings.

**Section 4 - Pupil voice**

***How does St M’s involve pupils with SEND in their education?***

Children with SEND are encouraged to take an active role in their education and support at a level appropriate to their age and needs. They are encouraged to discuss with their teacher their day to day thoughts and how they would like to be supported. Each term, during the process of reviewing and updating their Individual Education Plan, they have the opportunity to share their views and give the information they want other people to know about them.

The views of children with SEND are sought during whole school pupil voice activities which take place regularly.

**Section 5 - Transition**

***How does St M’s support pupils with identified SEND when they first start school?***

Firstly, we will invite you to visit the school with your child to have a look around and speak to staff. If other professionals are involved, a meeting will be held to discuss your child’s needs, share strategies used and ensure provision is put in place before your child starts. We may suggest adaptations to the settling in period to help your child settle more easily.

***How does St M’s prepare pupils with SEND for moving to the next class or school?***

We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

 If your child is moving to another school:

* We will contact the new school’s 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 classes in school:

* Information will be passed on to the new class teacher and a meeting will take place with the new teacher.
* If your child would be helped by a photo book to support them understand moving on then it will be made for them.
* The child’s Individual Education Plan or Education and Health Care Plan along with any professional reports will be shared with the new class teacher

**Section 6 - Other information:**

***What is Solihull’s local offer for SEND?***

Solihull's Local Offer can be found here:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

***What are the arrangements for making a complaint?***

Please refer to our school Complaints policy available in the key documents area of the website - [Policies & Documents - Birmingham Diocesan Multi-Academy Trust (bdmat.org.uk)](https://bdmat.org.uk/documents/?fwp_document_category=parent-pupil)

***What services and external agencies are available for Parents?***

There are many support groups for parents of children with special needs available locally and a full directory can be accessed via the Solihull Family Information Service.

Tel: 0800 389 8667
Email: family.info@solihull.gov.uk
Web: [www.solihull.gov.uk/familyinfo](http://www.solihull.gov.uk/familyinfo)

Click on names for links to websites:

 [Solihull SENDIAS](https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/) (Special Educational Needs and Disability Information Advice and Support Service)

The vision for our Solihull SENDIAS Service is that children and young people with SEND, and their parents/carers, will be more aware of their entitlement and the options available, and will be able to make informed decisions. Information, advice and support for children and young people with SEND and their parents/carers will be impartial, free to access, accurate, confidential, comprehensive and easily accessible/understandable.

[SASSI](https://www.autismlinks.co.uk/support-groups/group-support-west-midlands/solihull-autistic-spectrum-support-information-sassi?region) (Solihull Autistic Spectrum Support and Information)

The group provides an opportunity to talk to parents in the same situation and talk informally to a variety of professionals. The group have monthly meetings locally on a range of subjects suggested by parents.

[Autism Education Trust (AET)](http://www.aettraininghubs.org.uk/parent-guide/)

Resources and support for parents and carers of children with Autism.

[Dyspraxia Foundation](https://dyspraxiafoundation.org.uk/)

The group provides information and support to families of children with Dyspraxia.

[British Dyslexia Association](http://www.bdadyslexia.org.uk/)

Provides information and support to families of children with Dyslexia.

[Dyslexia Information Centre](http://webhealth.co.uk/support-groups/dyslexia-information-centre/)

This centre offers books, guides and equipment for children and young adults with Dyslexia.

[Scope Face 2 Face](http://www.scope.org.uk/support/services/befriending/about-face-2-face)

This scheme offers parents a chance to connect with other parents of disabled children for emotional and practical support.

[NDCS](http://www.ndcs.org.uk/) (National Deaf Children’s Society)

We are the National Deaf Children’s Society, the leading charity for deaf children. We’re here for every deaf child who needs us – no matter what their level or type of deafness or how they communicate.

[Down's Syndrome Association](https://www.downs-syndrome.org.uk/)

Children and adults with Down’s syndrome are all unique individuals with their own personalities, family backgrounds and preferences that make them who they are. Here you will find answers to questions that we are often asked about Down’s syndrome.

[Autism West Midlands](https://www.autismwestmidlands.org.uk/)

We are the leading charity in the West Midlands for people on the autism spectrum. We use our expertise to enrich the lives of autistic people and those who love and care for them. Our passionate, expert staff and volunteers work across all age groups and abilities, providing direct support.

[Anna Freud National Centre for Children and Families](https://www.annafreud.org/)

Supporting children and families with mental health.

[Winston’s Wish](https://www.winstonswish.org/)

Charity supporting childhood bereavement

***Glossary of terms***

ADD Attention Deficit Disorder

ADHD Attention Deficit and Hyperactivity Disorder

AR Annual Review

ASC Autistic Spectrum Condition

CAF Common Assessment Framework

CAMHS Child and Adolescent Mental Health Service (Also known as Solar)

CLD Communication and Language Difficulties

COP Code of Practice

CP Cerebral Palsy

DCD Developmental Co-ordination Disorder

EHCP Education and Health Care Plan

EP Educational Psychologist

HI Hearing Impairment

LA Local Authority

LAC Looked After Child

LSA Learning Support Assistant

MLD Moderate Learning Difficulty

MSI Multi-Sensory Impairment

OT Occupational Therapist

PHP Positive Handling Plan

PI Physical Impairment

PLP Personalised Learning Plan

SaLT Speech and Language Therapy

SEMH Social, Emotional and Mental Health

SEN Special Educational Needs

SEND Special Educational Needs and/or Disability

SENCo Special Educational Needs Co-ordinator

SISS Specialist Inclusion Support Assistant

SpLD Specific Learning Difficulty

SSA Special Support Assistant

TAF Team Around the Family

VI Visual Impairment