



LOCAL OFFER: St Mary Magdalene C of E Primary School



Type of school	Mainstream
Inclusive mainstream primary school including nursery provision	2 form entry per year Admissions made via the Local Authority admissions panel

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</p> <p>And how can I talk to them about my child if I need to?</p>	<p>The Senior Inclusion Leader (also known in terminology as the Special Educational Needs Co-Ordinator (SENCO)).</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <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 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, Educational Psychology etc...

	<p>Classteacher</p>	<ul style="list-style-type: none"> • Updating the school's SEN record of need (a system for ensuring all the SEN needs of pupils in this school are known) 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 in the school) achieve the best possible progress in school. • Supporting class teachers in writing Individual Educational Plans (IEPS) and Provisions that specify the targets in place for your child to achieve. <p><u>Contacted by:</u> coming into the office and requesting a meeting (either then and there or at a later date); approaching at the start and close of the day; writing a letter; telephoning 0208 854 3531 and selecting option 3, or by emailing slit.203@lgflmail.org</p> <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to excellent classroom teaching (also known as quality first 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) and letting the Senior Inclusion Leader know as necessary. • Writing Individual Education Plans (IEPs), also sometimes called Personal Learning Plans (PLPs), in conjunction with the Senior Inclusion Leader. Then sharing and reviewing these with parents at least once each term at the Parents Open Afternoon/Evening and then planning for the next term. • Ensuring that all staff working with your child in school are helped to deliver 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 SEN Policy is followed in their classroom and for all the pupils they teach with any SEN. <p><u>Contacted by:</u> coming to the office and requesting a meeting (either then and there or at a later date); approaching briefly at the start and close of the day; writing a letter; telephoning 0208 854 3531 and asking for a meeting.</p> <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN.
	<p>Head teacher</p>	

	<ul style="list-style-type: none"> • SEN Governor • <i>Learning Support Assistant (LSA) may be allocated to some pupils with SEN</i> 	<ul style="list-style-type: none"> • He/ She will give responsibility to the Senior Inclusion Leader and class teachers but is still responsible for ensuring that your child's needs are met. • He/ She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN. <p><i>Contacted by: coming to the office and requesting a meeting (either then and there or at a later date); approaching at the start and close of the day; writing a letter; telephoning 0208 854 3531 and asking for an appointment.</i></p> <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEN Policy • 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 made for any child who attends the school who has SEN. <p><i>Contacted by: coming to the office and requesting a meeting; writing a letter; telephoning 0208 854 3531 and asking for an appointment.</i></p> <p><i>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.</i></p> <p><i>Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback!</i></p>
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- **Other staff in the school**
- **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 (SALT) Service.**

	<p>Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.</p>	<p>What would this mean for your child?</p>	<p>Who can get this kind of support?</p>
<p>What are the different types of support available for children with SEN in this school?</p>	<p>Excellent classroom teaching by Classteacher input (also known as Quality First Teaching).</p>	<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 and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc. • Putting in place specific strategies (which may be suggested by the Senior Inclusion Leader or outside staff) to support your child to learn. • Please refer to our latest Ofsted report (2012) that deems our school as having “outstanding” classroom provision (teaching). 	<p>All children in school should be getting this as a part of excellent classroom practice.</p>

	<p>Specific group work within a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or most often a Teaching assistant who has had training to run these groups. <p>These are often called Intervention groups by schools.</p> <p>Stage of SEN Code of Practice: School Action, which means they have been identified by the class teacher as needing some extra support in school.</p>	<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 gap in their understanding/learning and needs some extra support to help them make the best possible progress. • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans or a recommended programme. 	<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 SEN Code of Practice called School Action, which means they have been identified by the class teacher as needing some extra support in school.</p>
	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</p> <p>AND/OR Individual support for your child of 20 hours and below in school</p> <p>Stage of SEN Code of Practice: School Action Plus, which means they have been identified by the class teacher/Senior Inclusion Leader as needing some extra specialist support in school from a professional outside the school. This</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/Senior Inclusion Leader (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent 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 more effectively in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

	<p>may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the 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. 	<ul style="list-style-type: none"> 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 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 the outside professional <ul style="list-style-type: none"> The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Specified Individual support for your child of more than 20 hours in school.</p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/Senior Inclusion Leader as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the</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 details about this in the Local Authority (LA) based Local Offer, on the LA web site: www.royalgreenwich.gov.uk After the school have 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 statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus. After the reports have all been sent in the Local Authority will then decide if your child's needs are severe, complex and lifelong that they need more than 20 hours of support in school to make 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong Need more than 20 hours of support in school

	<p>school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the 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, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run an individual 1:1 programme or run small groups that include your child. 	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Senior Inclusion Leader or Headteacher. • If you are still not happy you can speak to the school SEN Governor. 		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the Senior Inclusion Leader. • Schools also have meetings every term between each classteacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more details <ul style="list-style-type: none"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning 		
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Greenwich LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children in the school. • The Head Teacher and the Senior Inclusion Leader discuss all the information they have about SEN in the 		

	<p>school, including</p> <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. <p>And decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> • All resources/training and support are reviewed regularly and changes made as needed.
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<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Counselling • Home School Liaison officer • Additional Speech and Language Therapy input to provide a higher level of service to the school • Art Therapy
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Waterside Behaviour advice service
	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse

<p>How are the adults in school helped to work with children with an SEN and what training do they have?</p>	<ul style="list-style-type: none"> • The Senior Inclusion Leader's job is to support the class teacher in planning for children with SEN. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN 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, STEPS and Sensory service.
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	<ul style="list-style-type: none"> • Staff in our school have had training in using PECS (Picture Exchange Communication System) so they can all support pupils with ASD who use this
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Class 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. • Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • For pupils with severe and complex SEN we have a daily sensory circuit in the morning for 1 hour and a social stories session in the afternoon for 1 hour where these pupils can learn together, also building their social communication skills throughout.
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science. • If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. • Children at School Action and School Action Plus will have an IEP (or PLP) which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The Senior Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they take part in. <ul style="list-style-type: none"> • You will be informed of your child's attainment level at parent afternoons / evenings by the classteacher • You can enquire of their level at any time by asking the classteacher or Senior Inclusion Leader

<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child’s classteacher regularly 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 them both at home and school and can share what is working in both places. • The Senior Inclusion Leader (or Head teacher) 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 Senior Inclusion Leader will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • IEP’s (or PLP’s) will be reviewed with your involvement each term at the parents afternoon/evening. • Homework will be adjusted as needed to your child’s individual needs • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. <p>In addition:</p> <p>If your child is undergoing statutory assessment you will also be supported by the Children’s Services SEN Team. They will ensure that you fully understand the process.</p> <p>Throughout the school year we will run a series of workshops to support all parents, to include many on SEN issues.</p>
<p>How have we made this school physically accessible to children with SEN?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disability via ramps and a lift. • The school has a sensory room. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has a hygiene suite

<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ 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.
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- 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 IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP (PLP's) will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6
 - The Senior Inclusion Leader will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS

ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
IEP	Individual Education Plan
P Levels	P Levels are assessment steps before national curriculum levels are achieved
PLP	Personal Learning Plan
Quality First Teaching	Excellent classroom teaching of the highest level where pupils make progress
S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SALT	Speech and Language Therapist
SAP	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
SENCO	Special Educational Needs Coordinator