

St Martins C of E Primary - The Local Offer

'Disabled pupils and pupils needing extra support benefit from having additional adults in the class. As a result of this effective support they make at least good progress'. **OFSTED 2013**



'Adults support pupils, especially those with additional needs, extremely well during lessons and in small-group activities, maximising learning opportunities'. **OFSTED 2013**



Parental Information

FREQUENTLY ASKED QUESTIONS.

How does the school know if my child needs extra help, and what should I do if I think my child has special educational needs?

St Martins has a very clear system of identifying children who are in need of additional support and or may be identified as having SEN:

- Regular discussions between class teachers and support staff.
- Constant monitoring of progress.
- Concerns raised by teachers.
- Concerns raised by parents.
- Health diagnosis via Doctors or Paediatrician.

If you think your child may need additional support, then please ask to see your child's teacher to discuss this at the earliest opportunity.

If the school thinks that there may be a barrier to your child's learning or a gap in their learning, then early intervention to help accelerate progress will be put in place within school, either through differentiation or short, focussed interventions.

How will school support my child?

St Martins has an extensive array of resources and provision for children who may be in need of additional support at any stage of their school career (see Whole School Provision Map).

Who will explain this to me?

Your child's class teacher will be able to clearly explain any support being given to your child, and the SENCo is always on hand to discuss any interventions or support that has been offered to your child.

What opportunities will there be for me to discuss my child's progress?

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

In addition to this, you will be invited to parent's evenings throughout the year. If your child is on the SEN register. You will also be able to meet termly with the SENCo to discuss your child's progress at SEN reviews, and Annual reviews, if your child has a statement of special educational needs.

How does the school know how well my child is doing?

Class teachers constantly assess the progress of all children against the EYFSP (Nursery and Reception) and National Curriculum Levels (KS1 and KS2). This progress is discussed at half termly review meetings. In these meetings individual pupils who are experiencing difficulties are identified and decisions are made as to what strategies will be used to help support their learning. If a child needs a separate intervention to help accelerate their learning, then Parents / Carers will be invited in to school to discuss their child's individual targets.

What social support is available in the school?

We are a highly inclusive and caring school, and all staff play an important role in supporting children's social needs. We have a dedicated, qualified nurture teacher who works with children from across the school who may be having social or emotional difficulties brought on by changes in home circumstances, bereavements, or longer term, complex needs.

If you have any concerns about your child then please speak to their class teacher.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school, we have a positive approach to managing behaviour and all members of staff are consistent in their expectations. We operate a house point and class reward system to encourage good team work through more immediate rewards.

Mrs Watkins oversees our attendance and works in correlation with the Tipton Learning Community to ensure that our children come to school every day. If you would like more information on our Attendance Policy please ask at the school office.

How will my child be able to contribute their views?

St Martin's C of E Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time / discussion time throughout the school. We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

What specialist services and expertise are available at or accessed by the school?

We work with many outside agencies including: School Nurse, Social Workers, Education Welfare Officers, Specialist Teachers, Educational Psychologists, Behavioural Support, Inclusion Support, Speech and Language Therapists, Occupational Therapists, Police Community Support Officers, Mental Health Services, Paediatricians.

What training have the staff supporting children with SEND had or are currently having?

All teaching and support staff are trained to support reading, writing and maths. Many of our support staff are also trained in therapeutic mentoring techniques and positive handling to support children with emotional needs. We have a dedicated team who deliver speech and language support through a variety of programmes. Our values of relationships, learning and success mean that children at St Martins are nurtured and cared for to the highest degree.

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

St Martin's C of E Primary School tries to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our after school activities.

How accessible is the school environment?

The school site is accessible through ramps, permanent or mobile, at each entrance, where necessary and a disabled toilet in the MAC.

How will the school prepare and support my child when joining the school and transferring to a new school?

Staff will meet with other teaching staff prior to pupils starting their new class. Concerns about particular needs will be brought to the attention of the Inclusion Manager after this meeting. Where necessary the Inclusion Manager will arrange a further meeting. Pupils with additional targets will complete a 'Passport' document with their class teacher and/or LSA. This gives the opportunity for each child to give information of their likes/dislikes, strengths and next steps to the next class teacher to aid transition. Class teachers of children joining from other schools will receive

information from the previous school; if there is an SEN issue the Inclusion Manager will telephone/meet to further discuss the child's needs. Children transferring from St Martin's C of E Primary School to new schools will have details of particular needs and additional provision made by the school sent there. The Inclusion Manager will discuss these children with other schools on request.

How are the school's resources allocated and matched to children's SEND needs?

Decisions are based on the individual needs of the child. The more complex the need, the more school resources are allocated to that child in order to help them make progress in their learning and social and emotional intelligence. This provision is monitored very closely to allow us to respond to all children's needs swiftly and precisely. Please see the Whole School Provision Map for an outline of resources and interventions we are able to deliver.

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

At termly meetings, the SENCo and Teacher meet to discuss the progress of each child. It is here that decisions are made about the support a child needs for the term. A teacher may also give additional support by directing LSAs within the classroom or asking the SENCo, if the circumstances or child's individual needs change throughout the term.

How do we know if it has had an impact?

The termly review of targets between the SENCo and your child's Teacher will be discussed at Parent's Evenings. Your child will make progress in terms of levels and or confidence and independence.

Who should I contact if I am considering whether my child should join the school?

Please contact the school office in the first instance, to arrange a meeting with Miss S Bott, the Head Teacher to look around the school and discuss how the school might meet your child's needs.

Whole School Provision Map

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Cognition & Learning	<ul style="list-style-type: none"> Differentiated curriculum Differentiated Delivery Differentiated Outcome Increased Visual Aids Visual Timetables Use of Writing Frames Letters & Sounds Phonics Learning Logs 	<ul style="list-style-type: none"> Y6 Booster Group Group Support Literacy Group Support Numeracy Group Support Handwriting Talking Maths Making Maths Magic Toe by Toe ALS Maths Springboard 	<ul style="list-style-type: none"> WellComm Fischer Family Trust Sandwell Early Numeracy Test 5 Minute Box - Literacy 5 Minute Box - Numeracy Enable 1:1 Enable Plus Rapid Writing Precision Teaching Bug Club
Communication & Interaction	<ul style="list-style-type: none"> Differentiated curriculum Differentiated Delivery Differentiated Outcome Increased Visual Aids Visual Timetables Flexible Teaching Arrangements Structured School & Class Resources 	<ul style="list-style-type: none"> Y6 Booster Group Group Support Literacy Group Support Numeracy Group Support Handwriting 	<ul style="list-style-type: none"> WellComm 1-1 Withdrawal 1-1 Class Support Speech & Language Talk Boost
Social, Emotional & Mental Health Difficulties	<ul style="list-style-type: none"> Whole school behaviour policy/ethos policy Whole school/class rules Class reward systems Circle time Jigsaw Jack 		<ul style="list-style-type: none"> 1-1 with LSA 1-1- Withdrawal 1-1 Class Support 1-1 Behavioural Programme Nurture
Sensory & Physical Needs	<ul style="list-style-type: none"> Flexible Teaching Arrangements Teacher Awareness of Sensory & Physical Impairment Availability of Resources 	<ul style="list-style-type: none"> Write Dance 	<ul style="list-style-type: none"> 1-1 Withdrawal Use of Specific Resources & Equipment.