

SEN Information

Local
Offer

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Name of Education Provider: St Margaret's Academy

1. What special education provision is available at our setting?



What do we do here to meet your needs?

St Margaret's Academy believes the first approach to meeting a child's SEND is 'quality first teaching'. This means that all teaching and support staff believe in an inclusive environment whereby work is differentiated in order that each child has access to the curriculum.

Members of the teaching and support staff have the following specialist training and qualifications to support children with SEN:

- THRIVE
- Talk Boost
- Speech and language training
- National Award for SEN Coordination
- Team Teach
- BSL
- Teacher of the Deaf qualification
- Attachment awareness
- Autism awareness

Staff have a programme of continuing professional development which includes training in areas such as dyslexia, dyspraxia, ADHD, emotional health and medical needs.

Additional facilities and support at St Margaret's Academy include:

- Enhanced provision for hearing impaired children
- Support from audiology
- Assessment and support from the hearing impaired speech and language service
- Advice, assessment and support from Torbay educational psychology service
- Advice and support from Torbay SEN advisory teacher
- Assessment and support from speech and language therapy service
- Support from CAMHS including Deaf CAMHS
- Support from the school nurse
- Support from a family support worker

Outreach support from services such as Barton Speech and Language unit; Chestnut Alternative Provision and Mayfield Special School

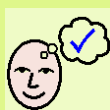
2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

At St Margaret's Academy we follow the guidance as laid out in the Equalities Act 2010. All children are welcome regardless of any special educational needs. We discuss with parents how we will meet a child's special educational needs, working in partnership with other agencies. If there is a waiting list, we follow procedures as outlined in our admissions policy.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

At St Margaret's Academy we follow guidance as set out in the SEN Code of Practice. Information is gathered from parents, teaching staff and sometimes other settings. If a parent or member of staff raises a concern about a child's progress or the possibility of an additional need, the SENCO discuss the concern and observes the child in class. Following this diagnostic assessments may be done if appropriate. The school uses the following diagnostic assessments:

- British Picture Vocabulary Scale (cognitive ability)
- Dyslexia Portfolio (literacy difficulties)
- Vernon Spelling Assessment
- York test of Reading comprehension and Salford Sentence Reading Assessment (reading difficulties – comprehension and /or decoding difficulties)
- Sandwell Maths assessment (Numeracy difficulties)

After these assessments we may initiate interventions or approach external agencies for support to establish how best to support the child.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

Parents and children are warmly invited to look around St Margaret's when transferring from another setting.

Information about the child's needs is gathered from the previous setting and through discussion with parents. If the child is already supported by other professionals a transition meeting involving other professionals, relevant St Margaret's staff and parents is arranged to ensure continuity of care.

Information is shared with parents in many ways e.g. when staff and parents meet at the regular parent teacher meetings, through informal interactions at drop off or pick up and sometimes through a home/school link book if appropriate. Parents are encouraged to contact their child's teacher or the SENCO if they have any concerns about their child's special educational needs. If their child is to be referred to an external agency parents are consulted and are involved in this process.

Children are consulted about their needs and support they have received through pupil conferencing with the SENCO and / or class teacher.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

As a mainstream school St Margaret's Academy strongly believes in inclusion meaning pupils with special educational needs are taught alongside their peers. Through quality first teaching, staff differentiate and personalise the curriculum to meet the needs of the pupils in their class e.g. by adapting resources, varying the pace of teaching, breaking the lesson into achievable steps, using adult support and ICT. Some pupils may need a very personalised approach such as a visual cues, individual work stations, personalised reward system.

Where a child's needs are very complex, following discussion with parents, pupil, the SENCO and outside agencies, it may be concluded that a special school or specialist provision attached to a mainstream school would best suit the child's needs.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

All children including those with additional needs are entitled to a broad and balanced curriculum and have access to the full range of National Curriculum subjects, extra-curricular clubs, out of school experiences and residential trips. We adapt activities if necessary in order that children with special educational needs have access to all experiences.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

The Senior Leadership Team (SLT) and SENCO work collaboratively with parents, class teachers and support staff to monitor provision and pupil progress. We also have the support of professionals throughout Torbay for expert guidance and specialist equipment. There may be times when we do not have the resources and facilities to meet the specific needs of an individual child. Where this occurs, although we make every reasonable effort to do so, there may be occasions when it is not possible to meet the child's need and we may suggest an alternative setting.

8. How is this provision funded?



Who pays for this?

Provision for meeting the needs of pupils with special educational needs is funded by the school's notional SEN budget.

Pupils with complex special needs or disabilities who have an Education, Health and Care plan (EHC plan - previously a Statement of Special Educational Needs) have a 'top up' element to provide additional support to meet their needs.

Support is provided in the following ways:

- Additional teaching assistants
- Additional meal time assistants
- Speech and language support from a trained speech and language specialist teaching assistant
- Additional training for staff
- Additional time for meetings (supply cover as needed)
- Purchase of additional SEN resources

The notional SEN budget is monitored by the Headteacher, Governors and SENCO with resources being allocated according to need.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

If additional support is needed, we look for support from other professionals such as:

- Speech and Language specialists
- Educational Psychologists
- School nurse / medical professionals
- Social workers
- Early Help
- SEN advisory teacher
- Early Years advisory support
- CAMHS
- Local charities

In all cases we discuss these referrals with parents and carers and encourage / support parents and carers to engage with these professionals.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

The emotional and social development of all children is supported through the school's PSHE (Personal, Social, Health and Emotional) curriculum. In addition, we have a number of staff trained in THRIVE – a programme which identifies emotional development needs in children. If an emotional need is highlighted then differentiated support will be put in place.

The school ethos at St Margaret's is that every child should feel that they belong and that they are valued for their unique qualities. We have a positive approach to behaviour management and work in close partnership with parents and carers.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

For children entering Foundation Stage transition begins in July before September entry. Parents are invited to an information meeting and also parents and carers are encouraged to attend our 'transition morning' with their child. In September Foundation staff undertake home visits and the children build up to full school during the first few weeks of term.

Transition arrangements for existing pupils begin in the summer term so that pupils can become familiar with their new class and new teacher and any changes in routines. Transition work may be completed on a 1:1 basis or small group basis for children with additional needs. This may take the form of extra visits to their new classroom and a TA may take photographs of their new class / teacher which the child can look at over the summer.

Pupils with additional needs leaving St Margaret's in Year 6 have extra opportunities to visit their secondary school and the SENCO at St Margaret's meets with the secondary school SENCOs to discuss needs and promote consistency.

For pupils with complex needs, meetings with all professionals involved in supporting the child are arranged and personalised transition arrangements take place.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

School staff and the SENCO can signpost parents and carers to others services available and we support and encourage parents to engage with these services. In addition, the Torbay Family Information service directory is a good online source for ideas on available support and services (<http://fis.torbay.gov.uk/kb5/torbay/fsd/home.page>)

All pupils at St Margaret's Academy are welcome to attend extra-curricular clubs, residential visits, peripatetic music lessons, school visits and out of school experiences, including breakfast club and after school club depending on availability.

A full list of clubs available each term can be found in the school newsletter and on the school website http://st-margarets.eschools.co.uk/website/school_clubs/248538

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

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14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

Termly pupil progress meetings are held whereby teaching staff and SLT monitor pupil progress and review the impact of interventions. The effectiveness of intervention groups for pupils with additional needs is reviewed by the SENCO on a termly basis.

Progress is shared with parents through written reports, verbally at parents' evenings, and informally through the reading diary, EYFS learning journey and sometimes through a home school link book. In addition, the SENCO is available to discuss concerns at the parent teacher meetings or an appointment can be made at other times through the school office.

For pupils with an EHC plan, long term aims and specific objectives are reviewed each year at the annual review.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

In terms of monitoring special needs provision, classroom observations take place regularly and the school undertakes a self-evaluation on an annual basis. Pupil conferencing and parent questionnaires allow us to gather feedback from parents and pupils about the provision for pupils with additional needs.

In addition we aim for transparency and an 'open door' policy so that parents and carers can share feedback with class teachers, the SENCO and Head teacher about provision for pupils with special educational needs.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Our teachers and support staff take part in a programme of continuing professional development and have training and qualifications in the following areas:

- Emotional difficulties including attachment disorder
- THRIVE
- Speech, Language and communication needs
- Dyslexia
- Hearing impairment
- Medical conditions including supporting children with high medical needs, ADHD and autistic spectrum condition

We regularly review our training needs and address gaps through ongoing professional development.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

Parents are kept informed about their child's progress through informal verbal exchanges with the teacher / SENCO before or after school; through regular parent teacher meetings; via home-school link books or reading diaries.

If parents have a concern they should request an appointment with either their child's class teacher, the SENCO or Head teacher in order to discuss these concerns at the earliest opportunity.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

At St Margaret's we would always seek to resolve an issue before it gets to the stage of a formal complaint. We encourage parents and carers to discuss any concerns they have.

Information about procedures for making a formal complaint can be found in the Complaints Policy on the school website or via the school office.

Parents can also seek advice from SENDIASS a confidential, independent and impartial advice and information service <http://sendiasstorbay.org.uk/>

19. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

The school has a designated safeguarding lead (DSL) who is the point of contact for social care, the Early Help team and other support services such as Young Carers. Sometimes they contact us following a concern raised by the parent or another person, sometimes we contact them for support and advice if a family is experiencing difficulties. The DSL attends all meetings with social care (core groups, child in need meetings and child protection conferences / reviews) and organises TAF meetings (Team around the Family) with other agencies if appropriate. The SENCO liaises with medical professionals via telephone, letter or face to face meeting to support children with medical and mental health needs. We 'buy in' local authority support for SEN and the SENCO meets termly with SEN advisory teacher and attends the SEN cluster meetings. We also 'buy in' regular support from South West Family values who provide a family support worker (2 days a week) and welfare and attendance officer (5 hours a week).

21. Arrangements for supporting children who are looked after by the local authority and have SEN



How do we help children who are looked after by Torbay Council?

We have a designated teacher for children who are looked after (CLA). The designated teacher attends all review meetings, works with the carers and social worker on the PEP (personal education plan), liaises with Torbay Virtual School for additional support for CLA pupils and attends training provided for designated teachers. She also attends the termly CLA cluster meeting.

Support is given for CLA during the transition from Y6 to Y7 via the 'Get Gritty' programme facilitated by Torbay Virtual School.