

# St Mark's Elm Tree School Offer



To be reviewed: September 2017

**Stockton Borough Council have published their local offer for children and families from 0-25. This outlines what is available for children and young people with SEND in our Local Authority.**

**All schools are required to provide information to parents on how to seek additional support beyond that which is ‘normally available’ for their child.**

**The main aim of the local offer is to enable families to see readily the support they can expect locally without having to struggle to find the information. If there is any information that you would like to know that is not on the website then please do not hesitate to contact Miss Hauxwell (SENCO)**

- How does our school know/identify that children and young people have special educational needs and/or disabilities? (SEND)
- What are the first steps school will take if SEND are identified?
- What should parents/carers do if they think their child has SEND? How can they raise concerns? (This includes contact details including the SENCO)
- What intervention is available to all children/young people? How will our school involve children/young people in the assessment process?
- Further Information
- Schools complains procedure

#### More information

- How often do we review progress of SEND children?
- How do we assess and evaluate the provision we have arranged for your child? (effectiveness, outcomes, progress)
- How we will involve children / young people in the review of provision
- How we will involve parents / carers in the review of provision.
- The role governors play in reviewing the progress of SEN children.

#### More information

- How will our school teach and support children with SEND?
- What expertise does the school and our staff have in relation to SEND?
- How does our school ensure that information about a child/ young adult's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
- How will our school include parents and the child/young person in planning support?

- How does our school plan for transition for children/young people with SEND?

#### Planning for children with the prime area of need

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

#### More information

- How is the different provision delivered in our school?
- What role will the child/young person's teacher/s play in the additional provision?
- Who will be working with your child?
- Which other services do we use to provide for and support our children/young people?
- What access do our SEND children have to facilities and extra-curricular activities?
- How will parents/ careers be kept informed of engagement in additional provision whilst it is on going?
- How does our school encourage parent/ careers to become involved in the additional provision?

#### More information

## How does our school know/identify that children and young people have special educational needs and/or disabilities? (SEND)

**All children's progress, whether they have SEND or not, is monitored closely.**

**Children need to be identified as soon as possible and given appropriate help and support. Early identification and attention to a child's SEND reduces the chance of more prolonged or intensive support at a later stage. Performance of children will be monitored by class teachers as part of on-going assessment procedures.**

Children whose prior attainment is low enough to cause serious concern will be recorded as having low prior attainment and noted as School Concern.

Parents and Carers will be informed there is a concern.

The SENCO will maintain a record of children whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning.

Differentiated planning and assessment records will demonstrate children's progress and value added.

If, after discussion with parents/carers, relevant staff, outside agencies and the child as appropriate, it is decided that additional provision is required, the child will be added to schools SEND register and an action plan will be drawn up by the class teacher in liaison with the SENCO, the parents/carers and, whenever possible, the child.

Where relevant school and with parents permission school may seek the advice of an outside agency.

Parents will be kept informed about their child's progress. If any outside agencies are involved then they like to meet with parents to discuss the work they have been doing. This is arranged when convenient with the parent.

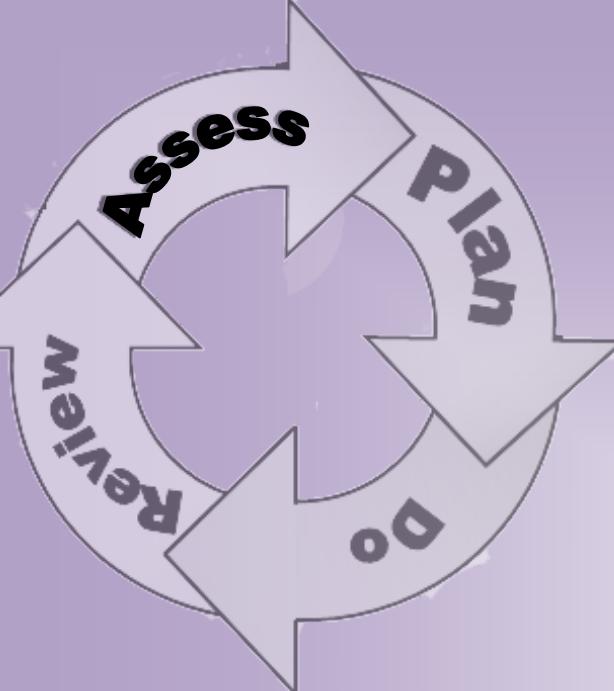
## **When a child is identified as having SEND the Class Teacher and SENCO will:**

Share information with the child's parents/carers

Ensure that parents are kept informed from the start of any SEND provision and notified of any changes.

Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.

Encourage parents to continue to work in partnership with the school.



## What are the first steps school will take if SEND are identified?

If we think your child has Special Educational Needs then we will discuss with you what action we will take.

This might be:

- Changing the way your child is taught: e.g. giving instructions in a different way, different reading books etc.
- Specific teaching, where appropriate in small groups or 1:1.
- Support from a teacher, teaching assistant or learning support teacher
- Access to specialist computer programs or equipment
- Referral to other outside agencies (for example a health professional or an educational psychologist)
- We will also place your child on the SEND register and complete a support plan for your child outlining their strengths and weaknesses and any additional support required.

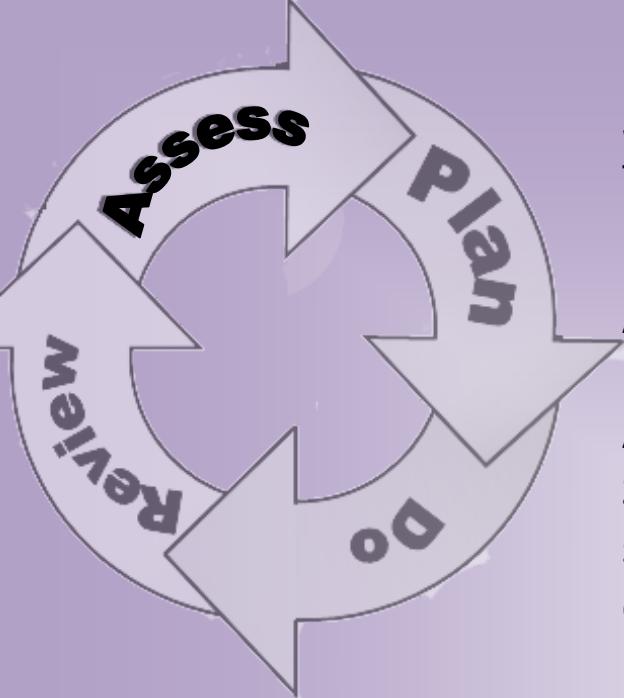


## **What should parents/carers do if they think their child has SEND? How can they raise concerns?**

If you are concerned that your child has SEND please speak to your child's class teacher.

Or speak to the SENCO (Special Educational Needs Coordinator) Miss Hauxwell

You can contact Miss Hauxwell at school on 01642 580774, or arrange a meeting with her at the office. The best time is 8am or after school.



## What intervention is available to all children/young people?

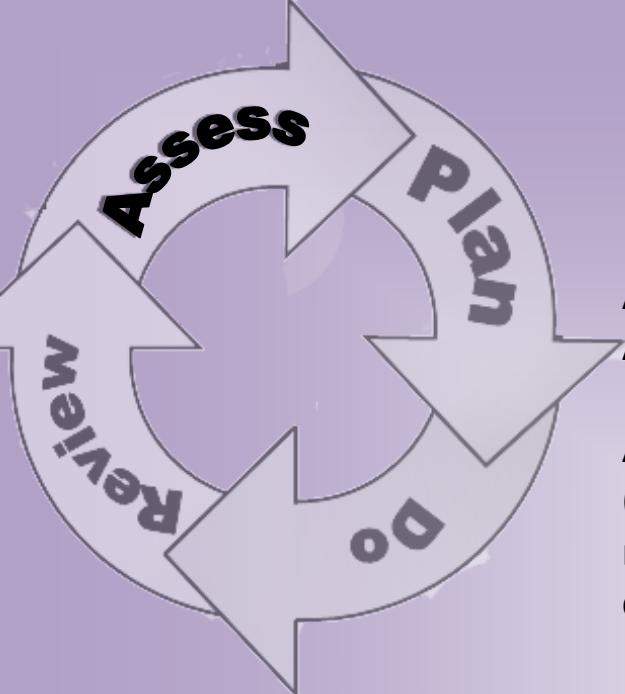
### The Local Offer – St Mark's Elm Tree

At St Mark's Elm Tree:

All children in school have access to quality first teaching. Sometimes we identify children that need to have further support in order to help them learn. We offer a wide range of support to help support a child's learning and well-being. It may be that they only need extra support in one area of the curriculum. The class teacher will identify who needs extra support and how often they will receive it.

The class teacher and/or Special educational Needs Co-ordinator (SENCO) will discuss with you how often your child receives extra support.

The school Governors also have a role in ensuring your child is supported where necessary. The Head teacher and SENCO report back to the Governing body regularly in addition to the SENCO meeting with the SEND Governor.



## How will our school involve children/young people in the assessment process?

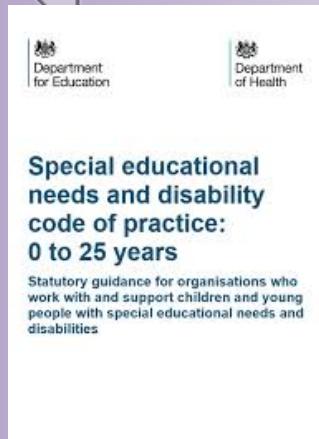
All children at St Mark's Elm Tree use the Assertive Mentoring Assessment Process.

All children, from KS1 upwards, take ownership of an orange file (their Assertive Mentoring File). In here all their past assessment records are kept including a current overview sheet which shows current levels and targets.

Children have a clear understanding of their individual targets and what they need to do in order to achieve them. These targets are specific to the child – all children have academic targets and some children may also have social targets which have been developed using Boxhall Profiles.

All children have a 1.1 meeting with their teacher to discuss their personal targets, achievements made and next steps. This also includes monitoring of their behaviour for learning (including reviewing their behaviour, attendance, punctuality and homework).

Children on the SEND register have an individual SEN support plan which outlines their specific targets (in line with Assertive Mentoring where appropriate).



### Further information:

Pat Thornton is our Pupil Welfare Officer.

The best time to contact Pat is from 8 – 3:30pm.

School – 01642 580774

Kath can also be contacted direct on 07494304969  
or at – mepthorn@sbcschools.org.uk

SEND code of practice –

for more information please go to

<https://www.gov.uk/.../SEND Code of Practice January 2015.pdf>

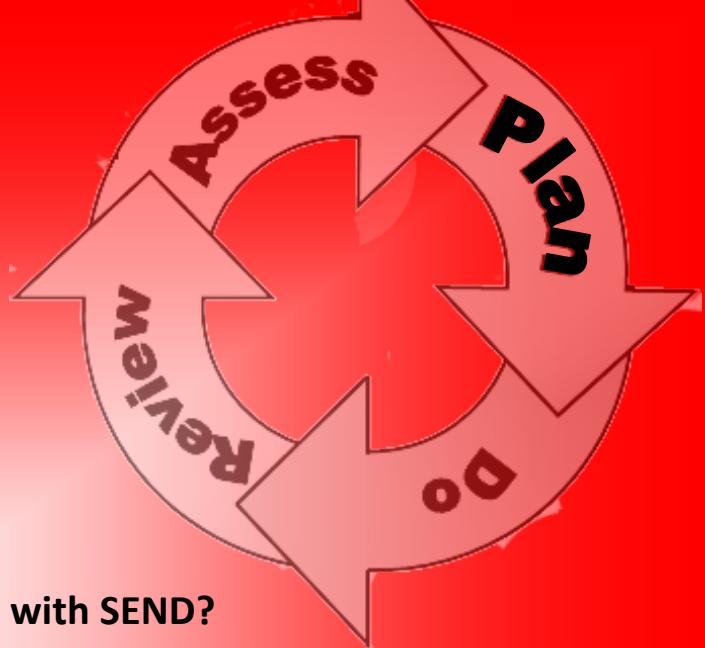
Stockton on Tees – Local Offer - for more information –  
please go to (*click on the image below*)





## **Schools complaints procedure**

- Any complaints with regards to SEND provision should be referred to the Headteacher and Governing Body following the complaints procedure established by the school. (Please see school's complaints policy)
- Information about Parent Partner Services and Independent Parent Supporters is available from the LA.



## **How will our school teach and support children with SEND?**

Class teachers deliver Quality First Teaching by differentiating their planning, activities and using appropriate resources to support learning to ensure individual needs are met. Intervention programmes are carried out on a one to one basis or in a small group.

The SENCO oversees the programmes monitoring the children's progress. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

Outside agencies including Occupational Therapy, Speech and Language Therapy, Specialist Learning Team and Alliance/ABC Counselling deliver interventions to support children within school. In addition they can train staff on suitable intervention programmes and then oversee the progress the child makes towards their targets.

## What expertise does the school and our staff have in relation to SEND?

We constantly update staff on new legislation surrounding SEND.

There are half termly staff meetings with the focus on in house training for SEND

Staff have had training on

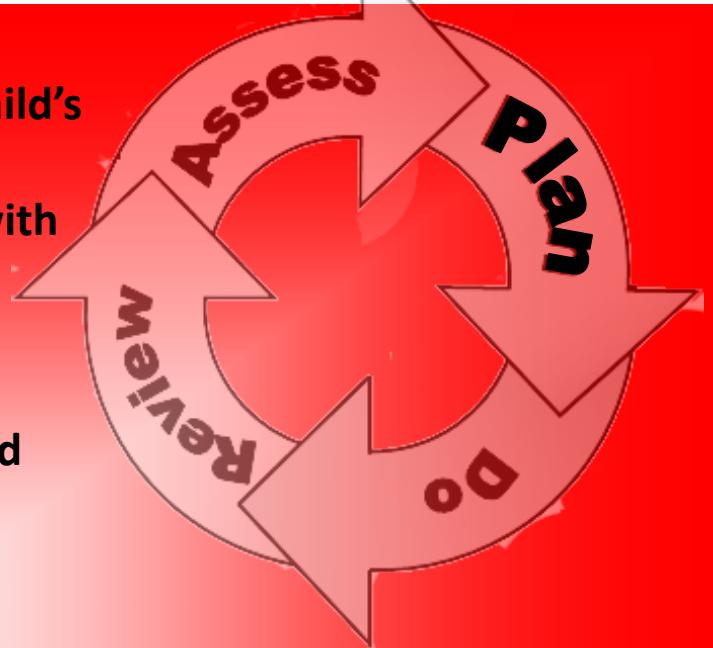
- Dyslexia
- Dyspraxia
- Autism
- ADHD
- Attachment Disorder
- Team Teach
- Future Steps – Occupational Therapy Strategies

Lunchtime supervisors have been trained on supporting children with emotional and social difficulties so they can support during unstructured times of the day.

The SENCO annually attends national SEND training and each term attends local SEND training.



**How does our school ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?**



**Children's SEND information is given to all teaches and teaching assistants working with the child.**

Information includes

- SEND needs –primary and secondary needs
- Child's strengths
- Areas for development
- Interventions and strategies recommended
- Resources and equipment recommended
- Previous and current outside agency involvement
- Dates of key meetings –Annual Review and Transition Guarantee meetings

Class teacher and teaching assistants attend meetings with parents / carers to discuss progress towards targets set out in specific plans. Relevant staff attend meetings with outside agencies to discuss strategies and interventions to support a child in class.



### **What role will you play in the additional provision?**

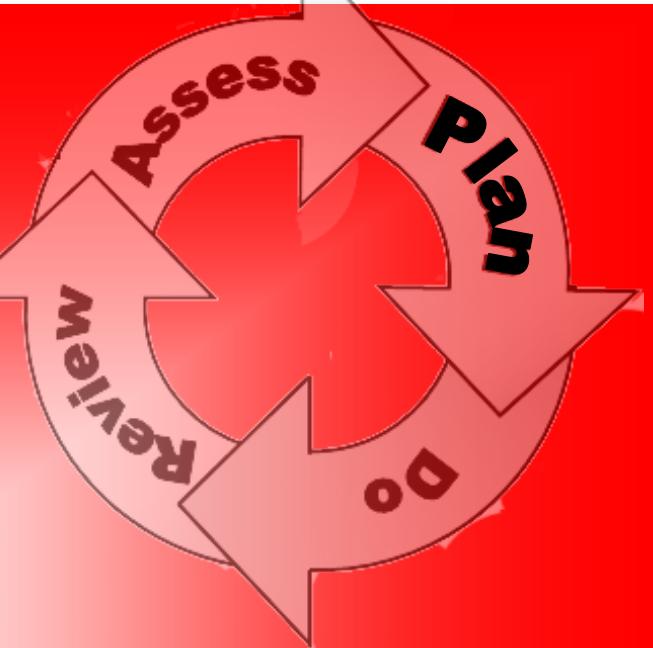
- Parents / Carers of children on the SEND register will be invited to half termly review meetings. At this meeting your child's individual SEN support plan will be shared.
- Your child's SEN support plan will outline the support your child will receive in school and how you can best support at home.
- The class teacher may suggest ways of supporting your child's learning through messages in the home / school contact book.
- When outside agencies meet with parents / carers and staff they may offer ideas and suggestions on how to support your child at home.

### **What role will your child play in the additional provision?**

- Your child will write their SEN support plan with their class teacher. They will update it and review it, half termly.
- Your child will be encouraged to take an active part in the intervention and will know what they need to do to improve.
- Their views will be sought on how they perceive their learning has progressed.

## **How does our school plan for transition for children people with SEND?**

In respect of pupils with SEND, transfer procedures must include effective communication to ensure appropriate planning and provision by the receiving school.



### **Children transferring to St Mark's**

The SENCO gathers information from previous nursery / school and talks to parents / carers of children joining the school. A gradual transition may be organised by the SENCO.

### **Children transferring to a new school or secondary school**

The SENCO completes detailed transfer information which is discussed with the SENCO from the receiving school. The sheets include information on:

- Primary and secondary needs
- Strengths
- Strategies used
- Outside agency involvement
- Assessment – class teacher and outside agency
- Proposed action required

## What additional facilities does our school have that support children/young people?

Lessons are differentiated for all learners, including those with SEND, in order for them to access the learning at their level and make progress.

The school has access to a wide range of professionals and outside agencies that we can contact for further support and advice. If we feel that outside agency input would benefit your child then we will have a meeting in school to discuss this with you. A referral would then be made by the appropriate professional.

### We have access to:

Pupil Welfare Officer

Speech and Language Therapists

Educational Psychologists

Additional Resource Base Schools - specific learning difficulties, communication and interaction and BESD

Specialist Teachers – for hearing and visually impaired children

Social Care

Looked After Children Workers

Occupational Therapists



## **What access do our SEND children have to facilities and extra-curricular activities?**

The school is accessible to all children and parents / carers with:

A Disabled toilet

Disabled Parking

At St Mark's School all children have the opportunity to take part in a wide range of extra-curricular activities, some of which are running during lunchtimes. This enables them to learn new skills, improve existing skills and have the opportunity to mix socially with different children.

We have a range of different clubs including:

- Choir
- Street Dance
- Team Games
- Robot club
- Science club
- Change for Life
- Boys Football
- Girls Football
- Girls Friendly Society



## Are there any specific curriculum adjustments that are made for children/young people with SEND?

At St. Mark's we have a duty to ensure that any child with SEND are identified, assessed and supported throughout their time in school and that their progress is regularly evaluated and monitored within the classroom. They have full entitlement to all aspects of the National Curriculum and we ensure that we enable these children to progress.

Specific curriculum adjustments are made depending on the need of the child.



## **Who is responsible for delivering the specific intervention programmes?**

**Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working**

Teachers assess all children and then plan work accordingly.

Children's work is differentiated depending on their needs.

Separate activities that related to a child's specific target are also planned and assessed by the teacher. All interventions are extremely well planned and structured to ensure progression is made.

Additional work maybe carried out in a small group or 1:1 with the class teacher or a teaching assistant.

At St Mark's we have several teaching assistants who are highly trained in a variety of interventions such as:

- Drawing Therapy
- Numicon
- Catch up Literacy and Numeracy programmes
- Toe – by – Toe



## **What adjustments are made to secure access to activities such as trips and visits, enrichment activities ? And how can parents/carers contact school to discuss specific adaptations?**

Necessary adjustments are made so that all children are included in schools visits and enrichment activities.

When planning a trip out of school all parents/carers of children taking part in the off-site activity will be provided with all appropriate information about the intended visit. Parents or carers must give their permission in writing before a child can be involved in any off-site activities.

If your child has SEND (including any medical conditions) you may wish to discuss the school visit with your child's class teacher or the SENCO.

You should contact your school for further information.

## **How does our school encourage parent/ careers to become involved in the additional provision?**

- Parents / Carers of children on the SEND register will be invited to half termly review meetings. At this meeting your child's individual SEN support plan will be shared.
- Your child's SEN support plan will outline the support your child will receive in school and how you can best support at home.
- The class teacher may suggest ways of supporting your child's learning through messages in the home / school contact book.
- When outside agencies meet with parents / carers and staff they may offer ideas and suggestions on how to support your child at home.

## **How often do you review progress of the SEND children/young people?**

SEND children's progress is reviewed half termly in line with assertive mentoring – the assessment process we use for all children within school.

Each half term teachers meet with the Senior Leadership Team to discuss all children's progress.

They complete an overview sheet for the SENCO outlining the progress SEND children are making. Including a brief overview of the child's strengths, barriers and next steps.

## How do you review progress of the SEND children/young people?

Children's support is outlined in their individual SEN support plan.

SEN SUPPORT PLAN

Long Term Learning and/or Boxhall Targets:

- 1.
- 2.
- 3.

RAG - Targets	Child	Parents	School
Target 1			
Target 2			
Target 3			

Current Stage

Reading	Writing	Maths

To be reviewed:

Short Term Targets – SMART

Target 1

Target 2

Target 3

Quality first Teaching

Additional Adult Support

Additional Interventions

Pupils

Parents / Carers

Equipment

Insert Photo

Pupil Voice

Shade in the boxes to represent how you feel about the statement.

<input type="checkbox"/> I feel safe at school.	<input type="checkbox"/> I have friends at school.
<input type="checkbox"/> I know where to find resources for help if I am having trouble.	<input type="checkbox"/> Adults understand me when I am talking to them.
<input type="checkbox"/> My teacher gives me time when I am answering questions.	<input type="checkbox"/> Adults understand me when I am talking to them.
<input type="checkbox"/> When I don't understand something I am confident to ask for help.	<input type="checkbox"/> Adults understand me when I am talking to them.
<input type="checkbox"/> Adults reward me when I am talking to them.	

Primary Area of Need - Highlight

Communication and Interaction	Cognitive and Learning
Social, Emotional and Mental Health Difficulties	Sensory and / or Physical Needs

Child's Views:

Sign \_\_\_\_\_

Parents Views:

Sign \_\_\_\_\_

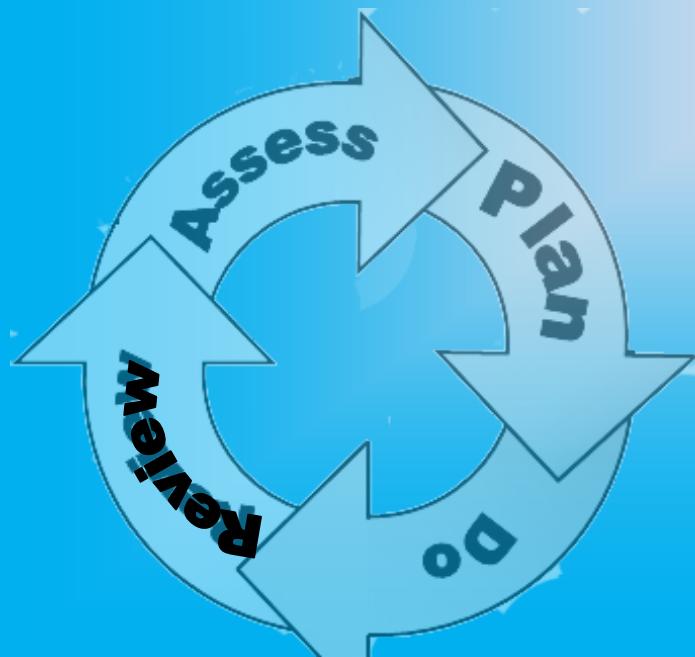
School's Views:

Sign \_\_\_\_\_

Before an intervention programme is put in place the children are assessed.  
During the intervention regular observation and assessment takes place.  
At the end of the programme children are re assessed to look at the progress they have made.  
The effectiveness of the programme is discussed with the class teacher and SENCO and if required a further programme is implemented.

## **How will you involve children/young people in reviewing their provision?**

All children, including those on schools SEND register are involved in a half termly 1.1 meeting with their class teacher. This 1.1 meeting is a discussion on achievements made and reviewing next steps. We also discuss behaviour for learning (including reviewing children's behaviour, attendance, punctuality and homework).



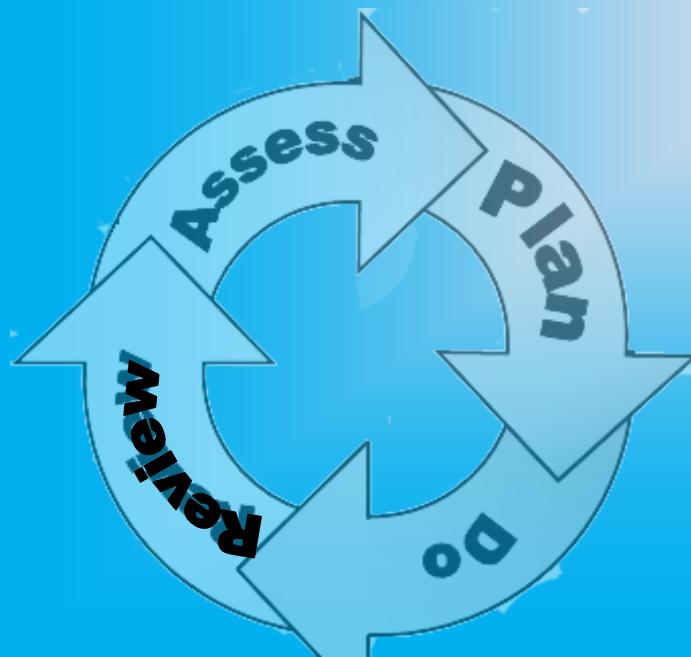
## **How will you involve parents/carers in the review of provision?**

Parents will be kept informed about their child's progress.

If your child is on school SEND register – you will be invited to discuss their progress with their class teacher every half term (6 times a year). At this meeting your child's SEN support plan will be reviewed. Parents will be given the opportunity to review how they feel children are progressing.

If any outside agencies are involved then they like to meet with parents to discuss the work they have been doing. This is arranged when convenient with the parent.

If you would like a further meeting then please contact the class teacher and/or Miss Hauxwell SENCO).

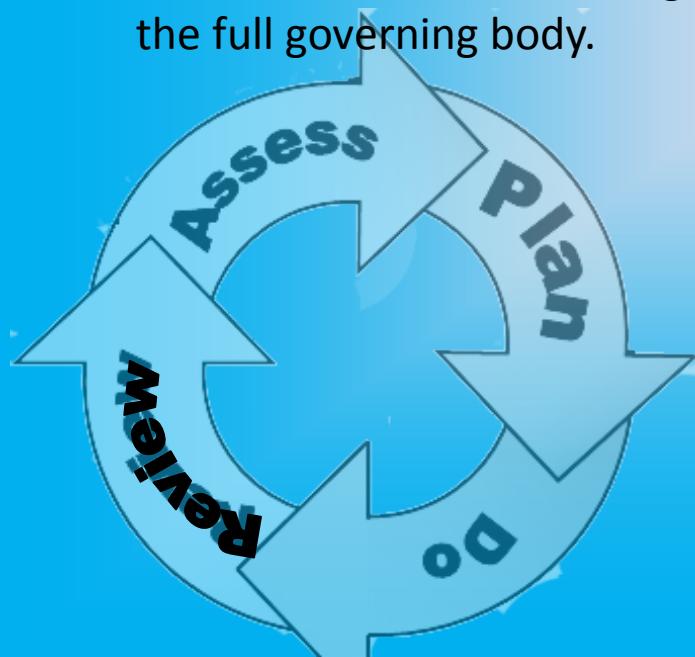


## The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

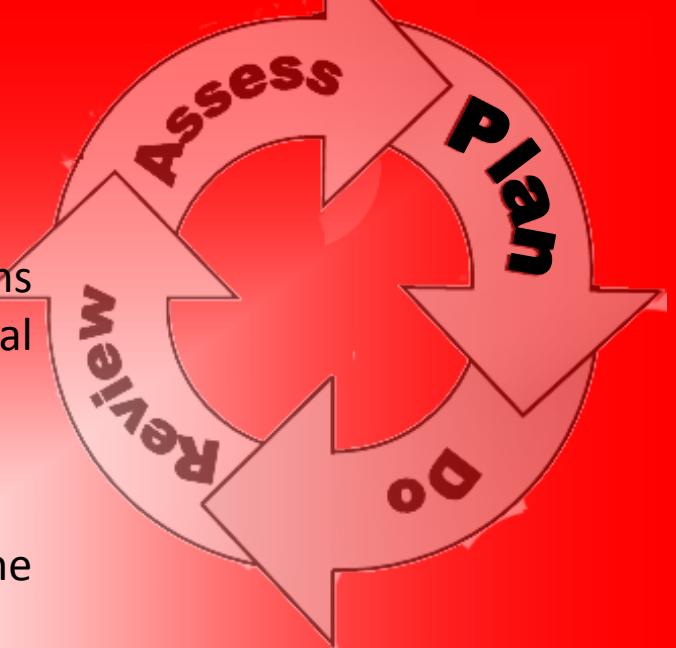
The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.



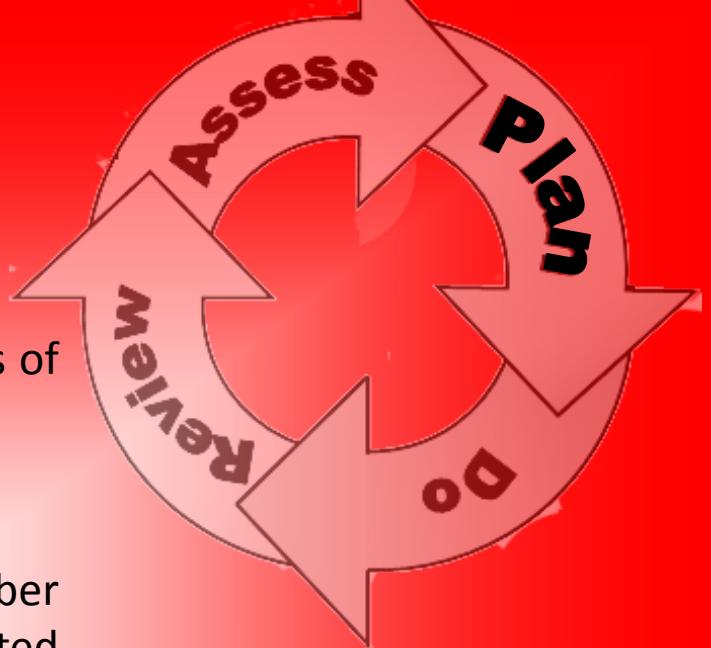
## Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Speech and Language Therapy
- Enhanced access to visual approaches
- Access to low stimulus area within and outside of the classroom
- Flexible approaches to timetable
- Modifications to lunch and/or break times where needed
- Enhanced access to additional aids
- Access technology (use of classroom computers, laptops / tablets)
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Mentoring and/or buddy system
- BLAST (EYFS)



## Cognition and Learning

- Curriculum will be adapted to meet the learning needs of the child/young person
- Regular, individually focused intervention
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Read Write Inc (RWI) A phonic development programme
- Increased access to ICT
- Flexible groupings across classes
- Delivery
- Frequent repetition and reinforcement.



**Social, Emotional and Mental  
Health Difficulties**

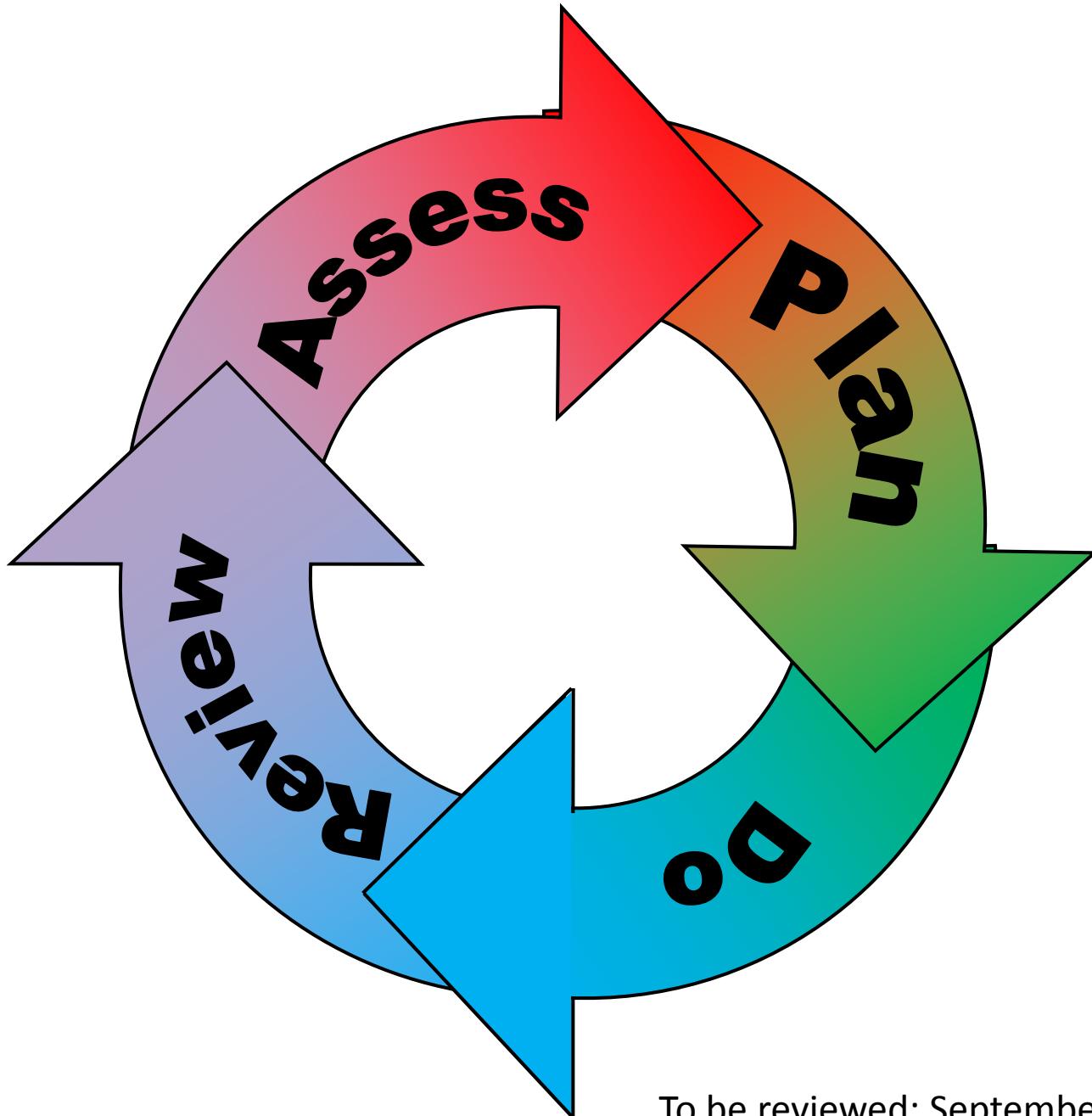
- Pupil Welfare Officer (Pat Thornton) working with children
- The expertise of teachers in schools additional resource base
- Specialist Teaching Assistants
- Access to time out/individual work area inside and outside of the classroom
- Mentoring
- Individualised rewards system
- Access to counselling services – Alliance/ABC
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities
- Opportunities to develop Social Emotional Aspects of Learning – PSHCE planning / SEAL





### Sensory and/or Physical Needs

- Physical aids to support access as and when they are needed
- Access to a specialist teacher/LSA for the hearing/visual impaired.
- Concrete apparatus available to support learning
- Access to support for personal care, intimate care plans
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists (Future Steps), Physiotherapists
- Individual resources (use of ICT)
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Support provided for out of school activities
- All adaptations to support sensory and / or physical needs are included on children's own individualised care plans and on teachers planning.



To be reviewed: September 2017