



Morley Place Junior - SEND Local Offer



What is the SEND Local Offer?

The government has listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the "Local Offer". In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward to require health, education and care services work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents.
- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

Morley Place Junior School SEND Local Offer

All Doncaster maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities 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 Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

'Morley Place Junior School aims to be part of a *CARING COMMUNITY* by *PROVIDING EVERYONE* with the opportunity to fulfill their potential in life.' It is the objective of the school to provide an inclusive educational environment for each student with the opportunity to fulfill his/her potential. We uphold children's right to education and recognise the diverse educational needs within the community. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Who are the best people to speak to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

Our Inclusion Manager is Mrs Sarah Fitzpatrick and our Governor for SEND is Mrs Lisa Yates.

At Morley Place we ensure that all SEND students have access to whole curriculum; pupil achievement as assessed by reading, spelling tests, statutory test and SATS success and we have a review of Literacy and Numeracy teaching at KS2.

To ensure that children with SEND engage in activities all plans take account of differentiation - linking teaching and learning styles to the needs of the students. The Inclusion Manager liaises with teachers, monitors and observes lessons to ensure that children with SEND are being supported inclusively. In addition to this the Inclusion Manager carries out INSET for new staff/teachers.

What training does the staff at this school have to ensure that the needs of my child are being met?

Inset regarding SEND issues incorporates the following groups within school; SEN specialists, Governors, Subject Teachers, NQTs and support staff. This is directed and prioritised by the Inclusion Manager.

Whole school approach to Inclusion

- More effective use of TA support with training for TA/Learning Support Mentors.
- Subject involvement with IEPs and consultation with pupil and parent/carer.
- Recognising and helping students with SEND - Teaching and Learning.
- Differentiating the curriculum to give access for all students to mainstream curriculum.
- Using ICT to create a level playing field.

Subject Staff

- NQT sessions with Inclusion Manager
- INSET Training for SEN.
- INSET Training for Inclusion Manager.

SEN Specialists

- Training on National Standards for Inclusion Manager to include the Postgraduate Certificate in Special Educational Needs
- Training in ICT for all TA staff.

TAs

- Courses to aid TAs' professional development.
- Work review / lesson observation / IEP Reviews.
- Attendance on appropriate Inset Days.
- Attendance on LA courses for new TA's.

Governors

- Updates on relevant government policy.
- Updates on new support staff structure within SEND.

All teachers are teachers of SEND. All students at Morley Place have a right to participate in a broad, balanced and relevant mainstream curriculum appropriate to their needs. Teachers operate differentiation strategies which may include the following:-

- Provision/loan of specialist equipment
- SEND students have access to the whole curriculum
- Teaching and learning styles appropriate to the learner (VAK)
- Differentiated resources / tasks
- Extra support in class
- Setting (Year 6)
- Small group sizes
- Clubs after school
- Support with assessment and examinations

How will the school identify any concerns about my child's learning in school?

At Morley Place we have a number of policies regarding the identification of children with SEND.

Feeder Schools

SEND transition information is discussed with relevant members of staff from the feeder school of any children currently on their SEN register. All relevant documentation is collated and discussed with the Inclusion Manager. There are formal transition meetings with the infant SENCo's. The Inclusion Manager is

invited to Y2 Annual Reviews and relevant reviews. The school makes numerous visits to the infant school prior to transition and offer enhanced transition packages to some students.

Parental Request

Parental requests can be made at any time by phone, e-mail or letter to Mrs S. Fitzpatrick, Inclusion Manger.

Screening

Key Stage 1 information regarding SAT's levels is collated and distributed to teaching staff

All students on entry to Y3 will have standardised assessment in reading comprehension and mathematics.

Some students are then targeted for further assessment in single word reading. Support for developing literacy is then allocated.

By Specialist Staff

Teaching Assistants provide in class support to students. Some TAs are specialists in ASD. They are trained by our outside agency support teams and by INSET. A Special Needs Teacher works closely alongside the Inclusion Manger to assess individuals where a need is evident making suggested recommendations for support.

Teacher Request

Staff who are concerned over a student can pass concerns on to the Inclusion Manager.

How will the school let me know if they have concerns about my child's learning in school? How will my child and I be involved?

At Morley Place positive involvement with parents/carers is seen as an important part of our work with students. At its most effective the education of young people is a collaborative enterprise involving teachers, parents/carers and the students themselves.

The Inclusion Manager and Teachers communicate directly or indirectly with parents/carers by means of: -

- Review meetings - Annual reviews for statements and multi-agency reviews
- Telephone calls
- Sessions for parents/carers after school
- Parents/carers IEP evenings

- Parental request for a meeting

All expressions of concern will trigger a further investigation of the students' needs. Parents/carers will be informed of the outcome and invited to contribute and make comment. Parents/carers will receive a copy of their child's Individual Education Plan. Parents will be informed in writing of the stage at which their child is on the SEN register.

We strive to ensure that the pupils are involved with their own education. Prior to annual reviews a pupils views are discussed and they are invited to share their views within the meeting.

At IEP meetings we encourage pupils to attend so that they can be integral in the target progress.

What are the different types of support available for children with SEND at Morley Place?

Our provision is constantly under review. Access to the curriculum and site is subsequently adapted to accommodate disabled students and adults.

The Governing Body remains committed to improving provision for students and adults who find access to and movement around the site difficult. The Inclusion Manager (SENCo) works closely with appropriate agencies to service the best interests of the students, for example, the Hearing Impaired Service and the Visually Impaired Service which assist by providing specialist equipment and training for our students and staff as and when required. We monitor the progress of students with impairments through the school.

The school maintains strong links with the Outside Agency Services to support the students. Services visit the school to monitor and teach students with SEN in school. They conduct assessments and provide reports with recommendations to staff and parents/carers. They provide resources to help include students in mainstream. We have regard for confidentiality issues and data protection. Students benefit from sessions with Learning Mentors who provide provision for behavioural and emotional difficulties within school.

The school draws on the following external support agencies to help identify, assess and provide support for SEND students and their parents/carers.

- Health Authority (Doncaster)
- Educational Psychology Service
- ASD Team (Autism)
- Hearing Impaired Service (HI)
- Visually Impaired Service (VI)
- Education Welfare Officer (EWO)
- Parent Partnership

- Speech & Language Service
- Social Services
- Bentley High Street - ARC
- Behaviour Support Service
- Child and Mental Health Services (CAMHS)
- Integrated Family Support Services (IfSS)
- Occupational Therapy
- GP's and school nurse

Some useful links:

<http://www.doncaster.gov.uk/>

<http://www.deaf-trust.co.uk/>

<http://www.doncasterchildrenandfamilies.info/parentpartnership.htm>

<http://www.doncasterchildrenandfamilies.info/psi.htm>

<http://route2000.org.uk/>

<http://www.dialdoncaster.co.uk/>

<http://www.doncaster.gov.uk/sections/socialcareforchildren/childrenwithdisabilities/index.aspx>