

Methodist J and I School Local Offer

<p>How does the school know if children need extra help?</p>	<p>At various times many children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors which may be based on:</p> <ul style="list-style-type: none"> <li>• Liaison with previous school/setting.</li> <li>• Observations by the class teacher and other members of staff.</li> <li>• Baseline assessments and internal assessment procedures including observations.</li> <li>• Foundation Stage Profiles.</li> <li>• Pupil Progress tracking.</li> <li>• Conversations with staff following concerns raised.</li> <li>• Parental concerns.</li> <li>• Identification through involvement with outside agencies such as Social Services, Community Health.</li> </ul>
<p>What should I do if I think my child may have special needs?</p>	<p>Initially discuss any concerns you have with the class teacher. Further advice and support can be obtained by making an appointment with the school SENCO, Headteacher or Deputy.</p>
<p>How will school staff support my child's learning?</p>	<ul style="list-style-type: none"> <li>• Attainment, progress and behaviour are monitored by the class teacher.</li> <li>• The leadership team monitor individual pupil performance and track progress in core subjects.</li> <li>• Where needs arise interventions are planned and are monitored for impact and effectiveness.</li> <li>• Pupils identified as having needs will be put on the SEN register so that they can be monitored more carefully.</li> <li>• Where the school feels the pupil would benefit from additional expertise they are moved to SEN support. This enables the school to access further advice and support. This is discussed with parents prior to a referral being made.</li> <li>• At the end of each key stage (Year 2 and 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). Results are reported to the L.A and the Department for Education.</li> <li>• Children will have an I.E.P (individual Education Plan) which will detail targets and strategies to achieve them</li> <li>• The progress of children with a statement of Special Educational Need (SEN)/Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education.</li> </ul>

	<ul style="list-style-type: none"> <li>• Senior Leaders and/or the SENCO will monitor progress within any individual work and in any group that they take part in.</li> <li>• Teacher/parent meetings are held for all children each term.</li> <li>• Parents will know what progress your child will be making via the Annual School report which compares your child with the national picture.</li> </ul>
<p>Who will explain to parents what is happening?</p>	<p>Class teachers will initially discuss any concerns with parents. They will give you details of the perceived need, what is planned in school and any additional help you can give at home.</p> <p>Depending on the need a range of ways will be used to keep you informed, which may include:</p> <ul style="list-style-type: none"> <li>• Phone calls home</li> <li>• Letters/certificates/reports sent home</li> <li>• Additional meetings and discussions as required to review progress</li> <li>• Reports from school or other professionals</li> </ul>
<p>How will the curriculum be matched to a child's needs?</p>	<ul style="list-style-type: none"> <li>• High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to pupils' ability.</li> <li>• Learning opportunities are designed so that they are accessible for all pupils in the class. In some lessons, pupils are grouped with others that are working on similar targets. The opportunity for mixed ability learning is also provided.</li> <li>• Additional adult support may be used in a variety of ways; small groups, 1:1 support within and outside of class, or to support the class teacher to plan for or work with a pupil or pupils.</li> <li>• At times, children may need different levels and/or different types of support. The support allocated will be dependent on the level of need across the school.</li> </ul>
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> <li>• Class teachers or members of the Leadership team endeavour to be available to discuss individual needs and where necessary an appointment can be made on Reception.</li> <li>• Class project webs are sent home at the start of the term detailing subject coverage and when P.E./Games sessions take place.</li> <li>• Class letters detail weekly homework tasks which may include spellings, maths, literacy, topic etc</li> </ul>

<p>How will the school support parents to help their child's learning?</p>	<ul style="list-style-type: none"> <li>• Curriculum evenings/sessions are arranged as appropriate to assist parents in supporting their child's learning</li> <li>• Parents' Evenings are held termly, and a full written report is provided in the summer term.</li> <li>• Some children with additional needs are supported by an individual education plan (I.E.P) which is shared with parents.</li> <li>• Children with an Educational Health and Care Plan (EHCP, formerly known as a Statement of Special Educational Needs) will have an annual review meeting.</li> <li>• Where outside agencies are or have been involved, additional advice is given which may include suggestions as to how this can be supported at home.</li> </ul>
<p>What support will there be for my child's overall wellbeing?</p>	<p>At The Methodist School all staff share responsibility for the welfare and well-being of the pupils.</p> <ul style="list-style-type: none"> <li>• All Safeguarding and child protection procedures are in place and there is a Designated Teacher for Child Protection. (Mrs Clark)</li> <li>• Mrs. J Townend co-ordinates all aspects of Health &amp; Safety including audits, risk assessments, fire safety and procedures etc.</li> <li>• Our behaviour and Anti Bullying policies are published on our website and followed by all staff.</li> <li>• For pupils who are identified as requiring additional support in their social/emotional development, interventions such as social skills, peer support and mentoring sessions may be available. Where behaviour is an issue pupils may be placed on report with specific targets set.</li> <li>• Attendance levels are monitored closely. First day contact calls are made by reception staff. The School Admin officer, Mrs. M Waring follows up those causing concern in line with Government and Local authority guidance.</li> </ul>
<p>What specialist services and expertise are available or accessed by the school?</p>	<p>The school works in liaison with health and advisory professionals from outside agencies. These include:</p> <ul style="list-style-type: none"> <li>• LSS - learning Support service</li> <li>• BEST - behaviour, exclusion support team</li> <li>• The SEN Specialist Support Team (SENSS) -Visual and Hearing Impairment advisors, advisors for those with Physical needs.</li> <li>• The Educational Psychology service</li> <li>• Children and Adolescent Mental Health Service (CAMHS) and Social Services</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents are consulted before referring a pupil to an outside agency.</li> </ul>
What training will the staff supporting children with SEND have?	<ul style="list-style-type: none"> <li>• Methodist J and i School has an on-going Continued Professional Development (CPD) programme.</li> <li>• Individual staff members have undertaken additional training in a range of areas.</li> <li>• Six staff are qualified First Aiders and several have had epi-pen training.</li> </ul>
How will children be included in activities outside of the classroom, including school trips?	<ul style="list-style-type: none"> <li>• When planning activities outside the classroom and trips, accessibility options are fully explored to ensure all pupils can be included.</li> <li>• A detailed risk assessment is prepared in line with Local Authority procedures for all trips.</li> <li>• If necessary, additional arrangements are made for those pupils who require higher levels of support or who have medical issues.</li> <li>• We have our own fully accessible minibuses which are used on the majority of trips. These are serviced and checked regularly.</li> </ul>
How accessible is the school environment?	<ul style="list-style-type: none"> <li>• The school building is wheelchair accessible.</li> <li>• Disabled parking is available in the staff car park.</li> <li>• The main school building has appropriate disabled changing and toilet facilities.</li> <li>• There is a ramp to the reception and conservatory door.</li> </ul> <p>The school has an accessible evacuation</p>
How will the school prepare and support my child when they: <ul style="list-style-type: none"> <li>• Join the school?</li> <li>• Transfer to a new school?</li> </ul>	<ul style="list-style-type: none"> <li>• For new arrivals we liaise with the previous school where possible to identify any additional need.</li> <li>• Transition arrangements are in place for each phase to prepare pupils for change. These may include home visits for pupils joining Nursery, parents spending a morning with their child in class prior to starting Reception, classes meeting their new teacher at the end of the year or visiting a new school.</li> <li>• Year 6 pupils attend a transition day to their new secondary school during the summer term. Where possible, secondary staff come to the school to meet the pupils.</li> <li>• Where necessary, additional transition arrangements are made to support the successful transition of more vulnerable pupils in Year 6. These might include additional visits to the secondary school, meetings between staff and</li> </ul>

	<p>parents and/or transition work in a small group or 1:1 setting.</p> <ul style="list-style-type: none"> <li>• The SENCO attends a meeting annually to hand over relevant paperwork to SEN representatives from secondary schools and discuss any relevant issues.</li> </ul>
<p>How are the school's resources allocated and matched to children's needs?</p>	<ul style="list-style-type: none"> <li>• The school budget received from the local authority includes money for supporting children with special educational needs.</li> <li>• The schools SEN budget is allocated for resources and training and is used to support pupils with statements.</li> <li>• 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 currently in school.</li> <li>• The Leadership team and SENCO discuss</li> </ul> <p>Pupils getting extra support already.</p> <p>Pupils needing extra support.</p> <p>Pupils identified as not making as much progress as expected.</p> <ul style="list-style-type: none"> <li>• Decide what resources/training and support is needed.</li> <li>• All resources/ training and support are reviewed regularly and changes made as needed.</li> <li>• Where a pupil requires substantial support and they meet the criteria set by the local authority (LA), we apply to the LA for additional funding to meet their needs.</li> </ul>
<p>How is the decision made about the type and how much support a child will receive?</p>	<ul style="list-style-type: none"> <li>• Pupil need is identified via teacher observation, assessment outcomes and progress tracking.</li> <li>• Initial support is provided through specific strategies carried out by class teachers. This may include differentiated work, additional tuition in small groups</li> <li>• Intervention groups are arranged based on specifically identified needs and may not be the same in every year group.</li> <li>• It is recognised that one pupil may need additional support throughout the year and other pupils may only need it for a short time.</li> <li>• We endeavour to provide prompt and effective support for all pupils where needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• EHCP's detail the level and type of support a child requires which will be reviewed annually with parents and professionals.</li> <li>• For a very few pupils who meet the criteria set by the LA, we may request that an assessment for an EHCP be made to the LA.</li> </ul>
<p>How are parents involved in the school, and how can they become involved?</p>	<p>Class teachers notify parents of ways they can help e.g. reading, on trips or for special events</p> <ul style="list-style-type: none"> <li>• Parents can volunteer to help to hear pupils read or assist in the library. This is arranged through the Literacy Co-ordinator.</li> <li>• Every parent automatically becomes a member of 'Friends of Methodist' our P.T.A.</li> </ul>
<p>How does the school listen to pupil views?</p>	<ul style="list-style-type: none"> <li>• Two children from each class are nominated by peers to be representatives on the School Council. They meet regularly as a group to raise and discuss pupil views. This is then passed onto the Headteacher and feedback to staff through minutes.</li> <li>• Pupils are encouraged to share their views in PSHE sessions, assemblies and circle time.</li> <li>• Where appropriate, pupils are invited to attend meetings, parents' evenings and annual reviews. As part of the annual review process pupil views are recorded on feedback forms which are included with professional's reports.</li> </ul>
<p>How do Governors make sure pupils with additional needs are met?</p>	<ul style="list-style-type: none"> <li>• The school has a designated Special Needs Governor.</li> <li>• The Headteacher and SENCO provide reports at Governing Body and Committee meetings</li> <li>• Governors visit the school regularly and, where appropriate, are invited to take part in lesson observations.</li> </ul>
<p>Who can parents contact for further information, or to raise concerns?</p>	<ul style="list-style-type: none"> <li>• If you think your child might have additional needs please see the class teacher.</li> <li>• Should parents require additional information after talking with the class teacher they may contact the Headteacher.</li> </ul> <p>Visit the LA Local offer website</p>