



Special Educational Needs and Disability Local Offer

	Questions	School Response
1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>We receive information from pupils' previous settings and schools. On entry into Nursery we have transition meetings with parents and then after 6 weeks a further meeting.</p> <p>The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate.</p>
2	<p>How will nursery and school staff support my child?</p>	<p>We take a holistic view of each child and their needs and our school provision map shows the range of interventions in place in our school which may be used when we identify a specific need for additional support.</p> <p>When the school identifies the need for additional intervention</p>

		<p>to enable a pupil to make age expected or accelerated progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), an individual education plan linked to their personal profile will be created. This details the exact support the pupil will receive in class, with additional support from other adults in school and with the help of outside agencies where necessary. Plans are developed with the child and parents / carers. The school adopts a consultative model of working with families and parents / carers are involved closely with information sharing, decision making and tracking impact of interventions. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Governors are responsible for monitoring the overall effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND.</p>
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. Inclusive practice in each classroom includes visual timetables, muted colour grounds, coloured overlays vocabulary mats etc.</p>
4	<p>How will both you and I</p>	<p>End of year annual reports and two 'in year' Parents' Evenings</p>

	<p>know how my child is doing and how will you help me to support my child's learning?</p>	<p>give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties.</p> <p>When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. The child's view is recorded at meetings they attend.</p> <p>Support for families is also offered when working with other agencies such as Children's Services including Social Care, Parent Partnership etc.</p>
<p>5</p>	<p>What support will there be for my child's overall well-being?</p>	<p>The well-being of all of our pupils is our primary concern at Simon Marks. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities.</p> <p>Personal, Social and Health Education (PSHE) and personal guidance and support through Jewish values and Social, Moral, Spiritual and Cultural (SMSC) aspects of learning underpin a rights respecting and inclusive approach.</p> <p>Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom. A tailored personal plan may be put in place for pupils with the highest need. Play therapy and counselling are available through referrals to agencies such as Norwood and delivered on site.</p> <p>Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</p> <p>We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent unauthorised absence.</p>

		<p>Relevant staff are trained to support medical needs. All LSAs receive first aid training. Children's profiles detailing medical needs are held discretely by classroom teachers for their information in addition to the central records held by the office. We have a medical policy in place.</p>
<p>6</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>Educational outside agencies include: Educational Psychology (EPS); Re-engagement ; Outreach Services, including ASD; Norwood; Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); other health professionals; School nurse.</p> <p>The School Nurse visits weekly and monitors individual children's medical needs and Healthcare Plans.</p>
<p>7</p>	<p>What training have the staff supporting children with SEND had or are having?</p>	<p>Continuing Professional Development (CPD) is a core aspect of school life. Teachers and other staff engage in weekly training sessions of which at least one session per term incorporates specific learning on SEND issues. All staff are offered access to externally provided development e.g. Level 3 training in classroom support, NAPTA programmes and the school buys in high quality training through the Hackney Learning Trust.</p> <p>Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher and is gaining the National Qualification in Special Educational Needs, as well as</p>

		receiving on-going SEN training in specific areas through the local forum.
8	How will my child be included in activities outside the classroom including school trips?	<p>Our Equality Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.</p>
9	How accessible is the school environment?	<p>We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.</p> <p>We monitor the languages spoken by families in our settings and endeavour to arrange for a translator to attend meetings when necessary.</p>
10	How will the school prepare and support my child to join the next stage of education and life?	<p>We have an Induction programme in place for welcoming all new learners to our setting.</p> <p>We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. 'Streetwise' deliver specific transition programmes for Year 6. Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.</p>
11	How are the school's resources allocated	Our finances are monitored and audited regularly and we

	<p>and matched to children's special educational needs?</p>	<p>utilise resources to support the strategic aims of our setting as well as individual learner needs.</p> <p>We seek to ensure a 'value for money' service; therefore all interventions are costed and evaluated.</p>
<p>12</p>	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Quality First inclusive Practice is clearly defined in our setting and we expect all staff to deliver this.</p> <p>Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.</p>
<p>13</p>	<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<p>We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.</p> <p>We encourage parents and carers to contact their child's class teacher.</p> <p>Parents are invited to become involved in school-life through a number of means e.g. the PTA, Friends of Simon Marks JPS, parent meetings, volunteering and on-going invitations to school events throughout the year.</p> <p>We host regular parent groups to model our approaches to learning e.g. Maths, giving parents the confidence to support their child's learning at home.</p> <p>Our Governing Body includes Parent Governors/representatives.</p>
<p>14</p>	<p>Who can I contact for further information</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo.</p>