

# Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type





## Our Local Offer for Special Educational Needs and/or Disability



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<b>Name of Setting</b>	<a href="#">Marlfields Primary Academy</a>
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 200px; height: 20px;" type="text"/>
<b>Specific Age range</b>	
<b>Number of places</b>	
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



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### Questions from the Parent/Carer's Point of View:

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<b>Identification</b>	
<b>How will you know if my child or young person needs extra help? (IRR)</b>	
<p>Within our school there is a wealth of experience on our team and this is used to ensure the early identification of pupils who may need extra help occurs quickly. It can come from a number of sources, these being:-</p> <ul style="list-style-type: none"><li>• Concerns raised by parents/carers, teachers, teaching assistants or the pupil's previous school.</li><li>• There may be a lack of progress so a child may be identified as performing below age related expectations.</li><li>• A pupil asks for help.</li><li>• There is a change in the pupil's behaviour or low self-esteem that is affecting performance.</li><li>• Liaison with external agencies or a health diagnosis through a paediatrician</li></ul>	
<b>What should I do if I think my child or young person needs extra help?</b>	
<p>We realise that parents are partners in the learning journey and have a wealth of knowledge to share with us. We welcome both informal and formal discussions about your child and from this growing picture we can work together in partnership to identify if your child needs extra help. It is with this close working relationship that both you and we as a school will be able to identify support that may be needed throughout your child's school life. If you have concerns then contact your child's teacher. After this discussion you may be contacted by our SEND Co-ordinator.</p>	
<b>Where can I find the setting/school's SEND policy and other related documents? (IRR)</b>	
<p>Please visit <a href="http://www.marlfieldsprimary.co.uk">www.marlfieldsprimary.co.uk</a>. The website provides you with all relevant school policies and documents relating to provision offered to our pupils.</p>	



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### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND? *(IRR)*

Within our school we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and any personalised learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support. Any child that is having additional support the parents will be fully involved in an - assess, plan, do review cycle.

#### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

As an inclusive school all work within the curriculum and specific learning environments is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated to take into account personalised learning. The benefit of this type of differentiation is that all children can access the lesson and learn at their level.

#### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

As an inclusive school we ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, which may involve individual support for specialised equipment or adult support.

#### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEN in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- All resources/training and support are reviewed regularly and changes made as needed.

Parents and carers are involved in the planning process with the class teacher if any additional support is identified as being needed.



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### Teaching, Learning and Support

#### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

As an inclusive school our facilities are evaluated in relation to the needs of children and young people with SEND. Should it be necessary to have specific equipment to meet the needs these are generally met from the schools budget e.g. writing slopes etc. Should this be not possible there are a number of outside agencies who can be contacted to provide specific equipment on a loan basis i.e. a Braille machine, specific chairs. Partnership with other schools also provides an opportunity to share resources for specific SEND needs.

#### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term linked to the National Curriculum statements and in relation to attendance, engagement in learning and behaviour.

Currently at the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed; in Year 6, this is done using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also check that your child is making good progress within any individual learning and in any group that they take part in. A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Additional meetings as required
- Annual Reviews
- End of Year Reports

#### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

We as a school value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.

There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry. If your child has a Statement of SEND or an EHCP their views will be sought before any review meetings.



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### Teaching, Learning and Support

#### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

As a school we have an annual cycle of how we assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through forums, on-line surveys, and questionnaires, formal and informal discussions. We also employ the services of an external School Improvement Partner and Consultants who work with us to evaluate and develop plans for improvements. We never sit on our laurels but constantly strive to improve our performance.

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### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

#### What pastoral support is available to support my child or young person's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Educational Psychology service.

#### How will the setting, school or college manage my child or young person's medicine or personal care needs?

The school has a policy regarding the administration and managing of medicines on the school site (available on request). Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Admin Staff generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all



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### Keeping Students Safe and Supporting Their Wellbeing

staff are able to manage medical situations.

### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties, an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of this pro-active nature of support, our rate of exclusions is drastically reduced. Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.





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### Working Together & Roles

#### What is the role of my child or young person's class teacher?

The role of the class teacher is:

- Ensuring that all children have access to Quality First Teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### Who else has a role in my child or young person's education?

Our SEND Co-ordinator may have a role which is seen as:-

- Coordinating all the support for children with special educational needs (SEN) and/or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is receiving
  - involved in reviewing how they are progressing
  - fully involved in planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.





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### Working Together & Roles

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENDCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities. A child may receive support from a number of adults and a conversation with the class teacher or SENDCo will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback. For children who are travelling on Local Authority transport, this dialogue may be made through the daily contact book, which gives information on your child's learning during the day and advice for strategies and activities you may want to use.

Our Headteacher is responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEN and/or disabilities. S/he will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our named Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

### How does the setting, school or college 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?

Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. At these meetings we take minutes and all parties are sent copies of the minutes for their files. Should it be necessary a Common Assessment Framework (CAF) may be suggested to support the understanding and sharing of information about individual children.



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<b>Working Together &amp; Roles</b>
<b>What expertise is available in the setting, school or college in relation to SEND? (IRR)</b>
<p>We regularly invest time and money in training our staff to improve Wave 1 provision for all students and to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions). Our Special Educational Needs/Disability Co-ordinator (SENDCO) is a qualified and experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas.</p> <p>All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training on how best to support our pupils with SEND, for example in dyslexia, autism, speech and language needs.</p>
<b>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)</b>
<p>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Intervention; Health including - GPs, school nurse, clinical psychologist, paediatricians, speech &amp; language therapists, occupational therapists; social and education services including - Locality Teams, social workers and Educational Psychologists.</p>
<b>Who would be my first point of contact if I want to discuss something?</b>
<p>If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity. If after your discussion you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to the SEND co-ordinator or Headteacher. If you are still not happy you can speak to the school SEN Governor.</p>
<b>Who is the SEN Coordinator and how can I contact them? (IRR)</b>
<p>If after discussion with your child's class teacher you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to the SEND co-ordinator by making an appointment with the school office.</p>
<b>What roles do have your governors have? And what does the SEN governor do?</b>
<p>As previously mentioned a named Governor is responsible for SEND and meets regularly with our SEND Co-ordinator. Reports to the Full Governing Body are given every term to inform them about the progress of children with SEND. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.</p>
<b>How will my child or young person be supported to have a voice in the setting, school or college? (IRR)</b>



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### **Working Together & Roles**

We are a school where we value and celebrate each child being able to express their views on all aspects of school life. There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry. Class teacher regularly plan PHSCE lessons which involve the pupils having a voice in many aspects of their learning.

### **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parents are encouraged to become *Governors* through a democratic process and we regularly promote questionnaires gaining parents' views and our open door policy.

### **What help and support is available for the family through the setting, school or college? *(IRR)***

Our school staff are proficient in knowing all the necessary organisations that support and advise parents. They are able to signpost Parents and Carers onto an organisation should further support be necessary such as support with any forms and procedures. This may also include linking into support with travel plans when necessary.



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### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Fully wheelchair accessible.

Are disabled changing and toilet facilities available?

Details (if required)

There are two disabled toilets within school.

Do you have parking areas for pick up and drop offs?

Details (if required)

For children who have statements there is a parking permit offered to parents or taxi services to use the main car park.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

Not applicable as we do not take post-16 students.

We have an Accessibility Plan in place which is available on the School's website 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.

We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.



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### Transition

#### Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Headteacher, who will willingly discuss how the school could meet your child's needs. Cheshire East admission arrangements are clearly explained on their **website**.

#### How can parents arrange a visit to your setting, school or college? What is involved?

We welcome visits to school at any time. Please contact the school Admin office to arrange to meet the Headteacher, who will willingly discuss how the school could meet your child's needs.

#### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

We recognise that 'moving on' can be difficult for a child with SEN and/or disabilities and take steps to ensure that any transition is **as** smooth as possible.

- If your child is moving to another school:
  - We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher.
  - If your child would be helped by a book to support them to understand moving on, then it will be made for them.
- Transfer to Secondary School
  - The SEND co-ordinator will attend the Primary Transition Day to discuss the specific needs of your child with the SEND co-ordinator of their secondary school as appropriate.
  - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.



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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

- Paid for centrally by the Local Authority but delivered in school
  - Autism Outreach Service (CEAT)
  - Educational Psychology Service
  - Sensory Service for children with visual or hearing needs
  - STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
  - Speech and Language Therapy (provided by Health but paid for by the Local Authority).
  - Professional training for school staff to deliver medical interventions
  - Behaviour advice service
  - Family Support Workers.
- 
- Provided and paid for by the Health Service (Local Health Providers and Clinical Commissioning Groups)
  - School Nurse
  - Child and Adolescent Mental Health Services (CAMHS)
  - Occupational Therapy
  - Physiotherapy
- C. Voluntary agencies
- Parent Partnership Service (to support families through the SEN processes and procedures).
  - National Autistic Society
  - MENCAP
  - 'How to Drug Proof Your Kids '- Sue Cussons DPYK Co-ordinator ([sue.cussons@ntlworld.com](mailto:sue.cussons@ntlworld.com))
  - Visyon - Congleton Based

#### When was the above information updated, and when will it be reviewed?

As a school we annually update the information provided on this form and our review date is set for September each year.



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### Additional Information

#### Where can I find the Cheshire East Local Offer? *(IRR)*

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SENDCo). If this does not solve the complaint, a parent should then speak to the Headteacher who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the Admin office. A parent may wish to seek advice at this time from the Parent Partnership Service.

However if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available. As a last resort, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England. In line with the SEND Code of Practice 2014, parents who wish to make an appeal to the Tribunal may do so only after they have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.