

# Morland Area C of E Primary School



# Local Offer

QUESTION	PROMPT	ANSWER
How does the school know if children need extra help and what should I do if I think a child may have special educational needs?	<p>How do you identify children with special educational needs?</p> <p>How will I be able to raise any concerns I may have?</p>	<p>Morland School staff meet with parents and carers and/or previous teachers before children joins the school to discuss the needs of each child. Your child's progress is then monitored throughout his/her time at the school and support plans are put in place if children do not make expected progress. Some pupils will make good progress and can be taken off the Special Educational Needs and Disabilities (SEND) register.</p> <p>Teachers and support staff will share any concerns regarding SEND with the school SENCo, Louise Anderton, who will carry out further assessments (formal and informal) and liaise with other professionals where appropriate. Similarly, if you have concerns you should contact your child's teacher or the School SENCo.</p>
How will school staff support my child?	<p>Who will oversee and plan the education programme and who will be working with my child and how often?</p> <p>What will their roles be?</p> <p>How are the school Governors involved and what are their responsibilities?</p>	<p>Morland School is an inclusive school with a strong commitment to meeting the needs of all our pupils. All staff members work together to ensure that lessons include a range of tasks and ways of working, and extra curricular activities are accessible to all pupils. We also provide a range of additional support for pupils who have been identified as having a specific need. This might include:</p> <ul style="list-style-type: none"> <li>• In-class support across the curriculum.</li> </ul>

		<ul style="list-style-type: none"> <li>• Small group (2-8 pupils) interventions taught by appropriately trained staff.</li> <li>• Social skills groups.</li> <li>• Behaviour, emotional, social development projects; or</li> <li>• Support with homework</li> </ul> <p>There is a school governor (Marion Clark) responsible for SEND in the school.</p>
How will the curriculum be matched to my child's needs?	<p>What are the school's approaches to differentiation?</p> <p>How will that help my child?</p>	<p>All teachers are responsible for using a range of strategies and resources to make sure that pupils enjoy and achieve within their classrooms e.g. resources using symbols, ICT software to support writing or writing frames, teacher and teaching assistant support. This will ensure that the specific needs of all children within the class are met.</p>
How will I know how my child is doing and how will you help me to support my child's learning?	<p>In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with staff?</p> <p>How does the school know how well my child is doing?</p> <p>What opportunities will there be for regular contact about things that have happened at school?</p> <p>How will you explain to me how his or her learning is planned and how I can help support this outside of school?</p> <p>How and when will I be involved in planning my child's education?</p>	<p>We track your child's progress on an ongoing basis and take action when pupils are not making the expected progress.</p> <p>You will receive regular reports and be invited to attend meetings to discuss your child's progress. Pupils with a SEND statement and/or EHC plan will also have an annual review meeting to discuss arrangements and progress.</p> <p>Additional meetings are available by request with the class teacher or the SENCo, Louise Anderton.</p> <p>For pupils with a high level of need, regular contact can be arranged.</p> <p>The support that a pupil receives will be outlined in a pupil Individual Education Plan (IEP) which will be reviewed each term. Parents and carers will also be informed when any new arrangement is put in place. This IEP will list support and show the targets</p>

	Do you offer any parent training or learning events?	each pupil is working towards. In addition, targets will be set by pupils, parents, class teachers and the SENCo.
What support will there be for my child's overall well-being?	<p>What is the pastoral, medical and social support available in the school for children with SEND?</p> <p>How does the school manage the administration of medicines and providing personal care?</p> <p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p> <p>How will my child be able to contribute his or her views?</p> <p>How will the school support my child to do this?</p>	<p>We are committed to helping all children to stay safe and healthy and enjoy their time at the school, and to help them to grow into mature and caring young people who make a positive contribution to the school and the wider community. All staff work together with the SENCo, Louise Anderton to provide additional support for pupils with identified behavioural, emotional and social needs. They also refer to other agencies for pupil and family support. The Headteacher has responsibility for child protection and looked after children.</p> <p>Young people are encouraged to contribute their views on school life. All pupils can give their views to the School Council via their representatives. A wide range of external agencies advise and support teachers at Morland to devise a range of tasks and methods of working to support all pupils.</p>
What specialist services and expertise are available at or accessed by the school?	<p>Are there specialist staff working at the school and what are their qualifications?</p> <p>What other services does this school access including: health, therapy and social care?</p>	<p>The school has access to the full range of LA specialist services in education; health and social care (see the LA local offer).</p> <p>Our SENCo, Louise Anderton holds a diploma in Special Educational Needs.</p>
What training are the staff receiving or have completed to support children and young people with SEND?	<p>Do you have any specialist staff and what do they specialise in?</p> <p>Do any other services work closely or in conjunction with your service?</p>	<p>One of our teaching assistants holds a qualification in reading Intervention and staff members take part in ongoing training throughout the year.</p> <p>All staff have received Safeguarding Training.</p>

<p>How accessible is the school environment?</p>	<p>Is the building fully wheelchair accessible?</p> <p>Have there been improvements in the auditory and visual environment?</p> <p>Are there disabled changing and toilet facilities?</p> <p>How does the school communicate with parents/carers whose first language is not English?</p>	<p>Morland School is a school building which is fully wheelchair accessible.</p> <p>When your child first joins the school we will ask you to let us know of any access issues you or family members have.</p> <p>Where possible, we will try to communicate with a translator from the local community when English is not a first language.</p>
<p>How will the school prepare and support my child to join the school or transfer to a new school or the next stage of education and life?</p>	<p>What preparation will there be for both the school and my child before he or she joins the school?</p> <p>How will he or she be prepared to move onto the next stage (transition)?</p> <p>What information will be provided to his or her new school?</p> <p>How will you support a new school to prepare my child?</p>	<p>Staff members work closely with other schools to support all children when transferring to or from our school. Parents and carers of Year 6 pupils are invited to meet with their child's year leader from the Secondary school for an induction meeting and attend an induction evening. Staff from relevant secondary schools will, where possible, attend the Year 6 annual reviews of children with a statement of SEND.</p> <p>If your child has a high level of need they will have a plan which will outline their needs and effective support. This will be sent to the school that your child will attend.</p>
<p>How are school's resources allocated and matched to children's special educational needs?</p>	<p>How is the school's special educational needs budget allocated?</p>	<p>Pupils will be allocated resources based on their individual needs. If, in exceptional circumstances, the school considers that a pupil needs extra resources, it will apply to the LA for more funding. The school's budget is used to provide the wide range of support outlined above. Your child will have access to this support according to their needs. Support for pupils with the highest level of need will be outlined in education, health and care</p>

		(EHC) plans, and for those with lower levels of need, information from parents, other professionals and school staff will be used to plan support through an Early Help Assessment (EHA-formally CAF), which will be paid for by the school.
How is the decision made about what type and how much support my child will receive?	<p>In the decision-making process who will make the decision and on what basis?</p> <p>Who will be involved?</p> <p>How will I be involved?</p> <p>How does the school judge whether the support has had an impact?</p>	<p>Teachers will meet with you at academic and pastoral meetings to discuss your child's progress. All parents and carers of children on the SEND register will also have the opportunity to discuss progress and plans with staff. Positive parental involvement in school life is always welcome and feedback sought formally through questionnaires. The school has a tracking system which closely monitors the impact of support on children. This monitoring is measured against children's individual targets and action is taken according to outcomes.</p>