The March C.E. Primary School
SEND Information Report and Local Offer

(Special Educational Needs and Disability (SEND) Information Report)

This report is written in consultation with Parents Forum, School Council, Staff and Governors It is written with reference to the following documents SEND Code of practice 0-25 (2015) Equality Act 2010: Advice for Schools D.f.E. (2013) Schools SEND information report regulations (2014) It has links to other school policies and legislation such as: Behaviour, Accessibility Plan, Assessment, Teaching and learning, Equal Opportunities Managing medicines, Working together to safeguard children (2018); Keeping Children Safe in Education (current edition)

All schools need to provide a Special Educational Needs and Disabilities (SEND) Information Report and a school offer. The school offer is part of the wider Local Authority Offer, and is based on the requirement for **all schools** to outline the support available to children with SEND. We have decided to combine these two documents into one, and include information on our SEND Policy also, so you have one place to find out all the information you need.
To make it as easy as possible to find the information you require, we have laid it out as a series of questions parents/carers often ask about a school and what happens for children with SEND. If there is a question you would like answered that isn't included below or you would like additional information, please let us know.

1. How does the school know if children need extra help and what should I do if I think my child has special educational needs?

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEND Code of Practice 0-25 years (January 2015). A range of evidence of pupil progress is collected through school assessment and monitoring arrangements. If this indicates that your child is not making the expected progress and requires additional support, the class teacher will consult with the SENCo (Special Educational Needs Coordinator) and parents in order to decide whether additional or specific provision is necessary. In addition to the usual assessment, there are specialist assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or specific action. Until then, we meet a child's needs though quality first teaching and differentiation in the classroom.

If you have a concern about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SENCo, Mrs Kirsty Cass (kcass@march.w-sussex.sch.uk).

2. How will the school support my child?

Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having special educational needs. The named SENCofor the school is **Mrs Kirsty Cass** (see below for contact details). A member of the Governing body, **Jackie Chandler**, takes particular interest in special educational needs, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The March CE Primary School operates a graduated response to meeting the needs of pupils. High-quality adaptive teaching is the first response to meeting individual needs. Staff at The March CE Primary School are familiar with and regularly refer to the West Sussex OAIP (Ordinarily Available Inclusive Practice) guide to ensure that we adapt our teaching and make reasonable adjustments for all children and young people in our school using the funding and resources that are ordinarily available in our setting. Learning tasks will be matched to your child's needs and will be overseen by the class teacher. An additional provision may be implemented through targeted small group work that may take place out of the classroom. Your child's targets will be set by the class teacher in collaboration with the SENCo. If there is insufficient progress or other concerns then the class teacher will liaise with the SENCo for advice and contact parents to discuss concerns. Further screenings or assessments may be used to gain further information about your child's strengths and needs. A Person Centred Planning Meeting (PCP) will be held with parents, staff and the child which ensures that all those working with the pupil have a clear understanding of views of those involved. An Individual Education Plan (IEP) or IBP (Individual Behaviour Plan) planned and agreed with the class teacher, parents and the child will be put in place. The IEP or IBP will set outcomes that the child will work towards achieving and identify how this will be achieved and how parents can support the child at home. These targets describe the support that is additional to or different from that provided as part of the School's usual adaptive curriculum. A One page profile will also be set up which identifies strengths, needs and hopes from the viewpoints of pupil, parents and school.

The pupil may work with a range of staff including teachers, teaching assistants or the SENCo and may be part of an intervention group. This will be regularly reviewed through an 'Assess, Plan, Do, Review' cycle at regular intervals with you and your child. Progress is constantly recorded and monitored and small steps of success are rewarded. If there are concerns that your child is still not making progress then the class teacher and SENCo may suggest requesting advice from outside agencies. This could involve the Educational Psychologist or the Speech and Language Therapist. Your permission will always be sought prior to any involvement with outside agencies and you will be invited to either meet with them in person or to give your views. Reports will always be shared with you, either directly by the outside agency or through a meeting with the SENCo.

Where evidence indicates that a child may require provision beyond that ordinarily available within the school's resources, the school or parents/carers may request an Education, Health and Care Needs Assessment (EHCNA).

3. How will the curriculum be matched to my child's needs?

Our school strives to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. (Please see out Teaching and Learning Policy for more details). For children and young people with SEND, the teacher may need to adapt their teaching and planning, or provide different resources, or there may be an adult to assist a small group of children to complete the task as independently as possible.

4. How will I know how my child is doing and how will you help me to support my child's learning?

In addition to the regular parent meetings, you will be invited to a termly Person Centred Planning meeting (PCP) with the class teacher and SENCo, in order to discuss your child's progress and next steps. The pupil will also have an opportunity to discuss their provision through pupil conferencing with a member of school staff. Progress will be monitored and reviewed regularly to ensure that both you and your child can express your views and are fully involved in decisions. Regular contact may be communicated through a home/school link book, emails, telephone calls or meetings. We are happy to discuss how you can help your child at home at the termly consultation meetings and run workshops/parent support groups with the SENCo and other members of the teaching staff.

5. How do we evaluate the effectiveness of SEND provision?

The effectiveness of SEND provision is evaluated through pupil progress data, provision reviews, pupil voice, parent feedback, attendance, behaviour information, APDR cycles, intervention monitoring and annual reviews of EHCPs. SEND provision is reviewed by the SENCo, Senior Leadership Team and Governors. For pupils with EHCPs, planning for future independence, participation in the community, employment and further education is considered as part of annual review processes, particularly as pupils prepare for transition to secondary education.

6. What support will there be for my child's overall well-being?

At The March CE Primary School, we always endeavour to do our best to look after all children and do so by creating a safe learning environment in which your child can thrive. Their safety and well-being are paramount to us, and as such our staff are regularly updated on Safeguarding (Keeping Children Safe in Education) and looking after children with medical needs (for more details please see our Safeguarding Policy).

Our **Thrive Practitioner** and/or **FLO (Family Liaison Officer),** can help support your child if they are having emotional difficulties. Our **Thrive Practitioner** and/or **FLO** offer opportunities to come and discuss your concerns and can offer support and training. The SENCo can signpost you to different services that offer support groups and training. We also work closely with agencies such as the Family and Child support specialist, the Community Mental Health Liaison Service and the Family Link Worker from the Early Help Team (via the Integrated Front Door) who may support pupils with emotional needs and difficulties at home. We encourage your child to have their say about issues within the school through talking with a member of staff, through the School Council or through the worry monster box. Pupils are encouraged to be part of the planning process for their learning and review meetings and to assess their own progress.

7. What specialist services and expertise are available at the school?

External support services play an important part in helping the school identify, assess and make provision for children with SEN. These include:

- Consultations with the Educational Psychologists for the school.
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service and the Sensory Support Team.

- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the Community Mental Health Liaison Service and local Child and Adolescent Mental Health Service (CAMHS) for children with social, emotional and mental health needs.
- Advice and support from the school nurse and community paediatrician (Child Development Centre or CDC).
- Targeted support for families on a variety of issues through the Early Help service.
- Referral to the Education Welfare Officer service.
- External Specialist Support Services e.g. Play therapists, etc.
- Advice and support from LBAT (Learning and Behaviour Advisory Team), ASCT (Autism, Social Communication Team)
- Advice and support from Ethnic Minority Support Team (EMTAS)

In addition, if required, a referral can be made or advice sought from a variety of other agencies. Before the school make any referrals, we will always gain your permission first.

8. What training are the staff supporting children with special educational needs having?

All staff within school, in particular those involved with teaching/learning and emotional needs receive training to help support their role within the setting and for their own professional development. The SENCO, School Leadership Team (SLT) or outside agencies identify the school's training requirements to support pupils. Ongoing training is delivered in order to keep up to date with new legislation or initiatives. This may be from school based training or training delivered by other providers such as the Occupational Therapist or Dyslexia training from the LBAT, relevant to the needs of an individual child, groups of children or whole school needs. Each member of staff undergoes performance management reviews, lesson observation and pupil progress reviews with the SENCO and SLT and Subject Leaders. Staff training includes Autism awareness, Attention Autism Approach, Occupational Therapy, Speech & Language Therapy, Dyslexia and supporting pupils with English as an additional language.

The school website has a link signposting parents to the Novio website where there is information on training and support groups for parents. All staff receive regular training on Child protection and Safeguarding. The SENCO leads the Chichester Locality SENCo Network Group, where the SENCO of each school within the Chichester Locality meet together each term to share good practice and this is strength of our group of schools.

9. How will my child be included in activities outside the classroom including school trips?

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity. Risk assessments are carried out prior to the visit to ensure the safety of all children on school trips and parents are kept fully involved and informed of arrangements. Sometimes a parent may be asked to accompany their child on a trip or on an activity to provide additional 1:1 support.

10. How accessible is the setting?

Our school has an accessibility policy which states that 'as a school, The March CE Primary is very inclusive and seeks that every child and member of the school community can access the full wealth of experience that our school's provision can offer. Our values and aims reflects our commitment to ensuring a high quality education for all backed by our own strong moral purpose.'
The accessibility policy is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language.

The March CE Primary School is committed to equal opportunities under the Equality Act 2010 and in ensuring equal treatment of all its pupils, employees, and any others involved in the school community. The school has a designated parking bay and is accessible to wheelchair users. An accessible toilet facility is available for staff and visitors, with a toilet with handles and accessible shower for use by the children. Our outside area has a smooth surface pathway all around the field and playground markings on the flat surface for all children to use. There is a range of playground equipment that is accessible to all pupils. We work closely with the social communication, sensory support (for pupils with visual difficulties) and occupational therapy teams and have received advice from them to ensure appropriate accessibility for all.

11. How will the school prepare and support my child to join the school and transfer to the next stage of education or life?

All new families are invited to the school for a tour and to meet the Headteacher. In the summer term before they join the school, Early Years Foundation Stage class teachers and the SENCo, if appropriate or requested, visit the child in their own setting. The children then have a series of visits to the school in order to meet their new friends and become familiar with staff. A transition meeting will be held with parents of child with SEND and the staff of the previous and new settings such as teachers and the SENCO prior to starting school in order for appropriate adaptations/planning to be made for the effective inclusion of the pupil. All information and documents are passed to the school. Additional visits are arranged for children and young people with SEND
and a child friendly transition booklet is prepared with photos and key information. When children leave our school at Year 6, enhanced transition is arranged and this may involve a member of staff accompanying the pupil to their new school for extra visits and to take photos for their transition booklet. Children move on to their new school with a current One Page Pupil Profile/IEP to ensure continuity of learning. Sometimes the school involves agencies such as the Social Communication team to support children with anxiety difficulties about transition.

12. How are the school's resources allocated and matched to children's individual special educational needs?

The SEND budget is allocated each financial year and is used to provide additional resources or adult support and is based on individual needs. The guiding principle is for all pupils to be able to access their learning effectively and by doing so make good progress. This can be through providing extra resources /specialised equipment or through providing additional adult support in order to reduce the adult pupil ratio within a class setting. Other Teaching assistants are funded from the budget to deliver 1:1 or small group interventions. Pupil premium budget is used to support individual children's needs, this may be to provide 1:1 sessions, for example with the Play Therapist and FLO or for staff training to deliver specific interventions for these pupils or to pay for residential trips. Additional funding is provided for children with Education Health Care Plans. This may be used to buy specialised equipment or pay for other agency

support. The end of year analysis of pupil progress identifies where support is most needed and the school development plan ensures there are appropriate resources and budget to provide for this. This includes staff allocation.

13. How is the decision made about the support my child will receive?

After consultation with parents and the child about their strengths, hopes and dreams and identified their learning style and any barriers to their learning, the desired outcomes for your child is the starting point for making decisions about the types of support they will receive. With an agreed set of outcomes in place, the support, resources and time scales required to realise those outcomes can be established together. Regular discussions between school staff including the Head Teacher, SENCo, class teachers, parents and the child, ensure that effective support is in place and the level of support is appropriate for individual children. This will be very personalised and based on what your child wants and needs in order to feel good about themselves and to make progress. The small steps approach ensures that any progress is celebrated.

14. How are parents involved in the school? How can I be involved?

Parents play a vital role in the life of the school as Governors, Parents Forum, The Friends of The March CE Primary School, voluntary helpers in class, supporting pupils 1:1, helping at our after school clubs, volunteers on school trips and more. We regularly invite you to come to class assemblies and celebrate with your child at the end of each topic. Your views and knowledge of your child are crucial and we welcome the opportunity to work closely with you in order for your child to achieve success at school. There are 'meet the teacher' meetings at the start of each year and a termly meeting for a more in depth discussion; these opportunities give different ideas of how you can help. You may like to talk to staff at other times, and we too will get in contact to share 'good news' stories about your child's progress or to raise any concerns. The school website, parent newsletter, home/school contact journal are additional ways for you to be involved.

15. Who can I contact for further information?

The **SENCO** at The March CE Primary School is **Mrs Kirsty Cass**.
You can contact Mrs Cass at kcass@themarch.school

The **Headteacher** at The March CE Primary School is **Mr Steve Jackson.**
You can contact **Mr Jackson** at head@themarch.school

The School address is:

The March CE Primary,
Claypit Lane, Westhampnett,
Chichester, West Sussex,
PO18 0NU

Tel: 01243 783987

Office@themarch.school

Independent information, advice and support is available from West Sussex **SENDIAS.** Additional local services can be found through the West Sussex Local Offer and West Sussex Parent Carer Forum.

Telephone 0330 222 8555

www.westsussexsendias.org

16. What should I do if I have a concern or complaint about SEND provision?

We work closely with parents and carers and aim to resolve any concerns at the earliest opportunity. Parents are encouraged to discuss concerns initially with their child's class teacher. If concerns remain, parents should contact the SENCo, Mrs Kirsty Cass, who will work with families to review support and consider any necessary adjustments.

If concerns cannot be resolved through discussions with the class teacher or SENCo, parents may contact the Headteacher, Mr Steve Jackson. Where a concern remains unresolved, parents may make a formal complaint in accordance with the school's Complaints Policy, which is available on the school website.

Parents may also seek independent advice and support from West Sussex SEND Information, Advice and Support Service (SENDIAS) and can access additional information through the West Sussex Local Offer.

For pupils with an Education, Health and Care Plan (EHCP), parents and carers have the right to seek mediation and, where appropriate, appeal to the First-tier Tribunal (Special Educational Needs and Disability) regarding certain Local Authority decisions.