



Marlborough Primary School Local Offer 2018-19

A mainstream school with specialist provision for pupils with Specific Learning Difficulty (SpLD)
(Access to SPLD provision is via Local Authority)

Introduction

At Marlborough Primary School we are committed to doing everything we can to meet the needs of all children at our school. Sometimes children have difficulties which mean we need to do something different or extra for them. This document sets out what we can do if your child has a Special Educational Need or Disability (SEND).

Mrs Natalie McKeever is the SENDCO (Special Educational Needs/Disabilities Co-ordinator) and you can telephone her via the school office or make an appointment to see her to discuss any concerns you may have.

There are many types of SEND. Children might experience difficulties in one or more of the following ways:

- **Communication and interaction**
e.g. speech and language difficulties or Autistic Spectrum Disorder (ASD)
- **Cognition and learning**
e.g. specific learning difficulties (such as Dyslexia) or moderate learning difficulties (MLD)
- **Social, emotional and mental health**
e.g. Attention Deficit Hyperactivity Disorder (ADHD) or attachment difficulties
- **Sensory and/or physical needs**
e.g. visual or hearing impairment or mobility difficulties

We also recognise that some children may have short-term needs following a change in their home life (e.g. a bereavement) or may have medical needs.

Accessibility

Marlborough has wheelchair-accessible toilets and all external and internal doors are wheelchair-accessible. All corridors and rooms used by children are wheelchair accessible. Depending on the needs of the child, classrooms may be adapted with radio equipment for use with hearing aids. Visual aids may be used in classrooms for children with communication difficulties. Tactile and large-sized resources may be given to children with visual impairment. Staff may support children at lunchtimes so that they can eat with their peers. Extra supervision may be given to children with mobility needs or conditions such as epilepsy, so that they can play safely on outdoor equipment and join in PE lessons. Careful consideration is given to staffing arrangements on trips and parents of children with SEND may be invited as appropriate. All children at Marlborough are eligible to attend school clubs and before and after school provision and steps are taken to ensure that no child is excluded on the basis of their special educational needs and/or disability.

Contents:

1. **People who support children with Special Educational Needs (SEN) and/or Disabilities in this School**
2. **Support Provided for Learners with Special Educational Needs (SEN) and/or Disabilities in this School**
3. **Key Questions for Parents/Carers - How children are identified and supported**



People who support children with Special Educational Needs (SEN/D) and/or Disabilities in this School

People	Summary of Responsibilities	Contact Information
Class Teacher	<p>Ensuring that all children have access to quality first teaching and that the curriculum is adapted to meet your child's individual needs.</p> <p>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.</p> <p>Discussing and analysing the needs of all learners during termly Pupil Progress Meetings and, where appropriate, identify potential barriers to learning</p> <p>Implementing relevant support plans where necessary and sharing and reviewing these with Parents/Carers.</p> <p>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.</p> <p>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 resources.</p> <p>Ensuring that the school's SEND Policy is followed in their classroom.</p>	<p>School Telephone 0208 560 3978</p> <p>School e-mail: office@marlborough.hounslow.sch.uk</p> <p>Alternatively the teacher can be contacted through the school office</p>
Special Needs/Disabilities Co-ordinator Mrs Natalie McKeever	<p>Co-ordinating all the support for children with Special Educational Needs (SEN) and/or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent and high quality response to meeting their needs in school.</p> <p>Ensuring that Parents/Carers are:</p> <ul style="list-style-type: none">involved in supporting their child's learning including planningkept informed about the support their child is gettinginvolved in reviewing their child's progress and well-being <p>Liaising with all the other professionals/agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.</p> <p>Liaising with the Local Authority SEND Department where appropriate.</p> <p>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 records of your child's progress and needs</p> <p>Providing support for teachers and support staff in the school so they can help all pupils with SEN and/or Disabilities to achieve their potential.</p> <p>Supporting your child's class teacher to write Pupil Support Plans, where necessary, that specify the targets set for your child to achieve.</p> <p>Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</p>	<p>School Telephone 0208 560 3978</p> <p>School e-mail: office@marlborough.hounslow.sch.uk</p>



People who support children with Special Educational Needs (SEN) and/or Disabilities in this School

People	Summary of Responsibilities	Contact Information
Executive Headteacher Mr Gary Murrell & Head of School Mrs Kam Gill	<p>The strategic leadership and management of all aspects of the school; this includes the support for children with SEN and/or Disabilities.</p> <p>Ensuring that the school appropriately discharges its statutory responsibilities for SEND.</p> <p>Ensuring that tasks are appropriately delegated to staff including the SENDCO and class teachers in order that your child's needs are met.</p> <p>Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.</p>	<p>School Telephone 0208 560 3978 (Option 3)</p> <p>School e-mail: office@marlborough.hounslow.sch.uk</p> <p>Alternatively Mr Murrell and Mrs Gill can be contacted through the school office</p>
SEND Governor Ms Jo Heal	<p>Making sure that the school has an up to date and appropriate SEND Policy.</p> <p>Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.</p> <p>Making sure that the necessary support is made available for any child who attends the school who has SEN and/or Disabilities.</p> <p>Making visits to the school in order to understand and monitor the support given to children with SEND and being part of the process to ensure your child achieves his/her learning potential.</p>	<p>School Telephone 0208 560 3978</p> <p>School e-mail: office@marlborough.hounslow.sch.uk</p> <p>Alternatively Ms Heal can be contacted through the school office</p>
Learning Support Assistants (LSAs)	<p>Learning Support Assistants (LSA) may be allocated to support a pupil with exceptional Special Educational Needs and/or Disabilities on a one to one or group basis. 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, in the first instance, directed to Class Teacher or the SENDCO. Please be assured that the school welcomes regular dialogue between Parents/Carers and LSAs.</p>	<p>Contact can be made either via your child's class teacher or through our Special Needs/Disabilities Co-ordinator Mrs McKeever</p>



Support Provided for Learners with Special Educational Needs (SEN) and/or Disabilities in this School

Type of Support	What this means for the child / how this support will be implemented	Who will receive the Support
<p>Class teacher input via first quality classroom teaching.</p>	<p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <p>All teaching is based on building on what your child already knows, can do and can understand.</p> <p>Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child such as 'Numicon' mathematics.</p> <p>Implement and review specific strategies, recommended by the SENDCO or staff from outside agencies to enable your child to access the learning task.</p>	<p>All children in the school</p> <p>All children in the school</p> <p>All children in the school</p> <p>Children with identified needs</p>
<p>Specific small group work.</p> <p>This group may be</p> <ul style="list-style-type: none"> • Delivered in or out of the classroom. • Led by a Teacher or a Teaching assistant. <p>These are often called Intervention groups.</p>	<p>Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</p> <p>The class teacher will plan group sessions for your child with targets to help your child to make more progress. A Learning Support Assistant/teacher (or outside professional like a Speech and Language Therapist) may run these small group sessions or follow a recommended programme.</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be identified as having Special Educational Needs which means they have been identified by the class teacher as needing some extra support in school.</p>
<p>Specialist groups run by outside agencies e.g. Speech and Language Therapy/Occupational Therapy groups.</p> <p>And/or Individual support for your child of 8 hours or less in school.</p>	<p>If your child has been identified as needing more specialist input a referral will be made to outside agencies through the Child and Family Assessment/Notification (CFAN) form or directly to the appropriate agency to advise and support the school in enabling your child to make progress.</p> <p>Before referrals are made you will be invited to meet with your child's class teacher to discuss their child's progress.</p> <p>If it is agreed that the support of an outside agency is appropriate, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Educational Psychologist, Behaviour Consultant. This will help the school and yourself understand your child's particular needs better.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations which may include:</p> <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or language group • A group or individual work with outside professionals • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>



Support Provided for Learners with Special Educational Needs (SEN) and/or Disabilities in this School

Type of Support	What this means for the child / how this support will be implemented	Who will receive the Support
<p>Specified Individual support for your child of more than approximately 8 hours in school.</p> <p>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual and small group teaching (more than 8 hours a week), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>The school (or you) can request that the Local Authority carry out an Education Health Care Assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) SEN Offer.</p> <p>After the school have sent the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need an Education Health Care (EHC) assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.</p> <p>After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than approximately 8 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <p>The EHC Plan (or statement) will outline the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than approximately 8 hours of support in school



Frequently Asked Questions (FAQs) for Parents/Carers - How children are identified and supported

Key Questions	Actions/Information
How will we support your child with identified special needs starting at school?	<p>We will first invite you to visit the school with your child to have a look around and speak to staff.</p> <p>If other professionals are involved, we will ensure that any related recommendations or advice is followed accordingly.</p> <p>We may suggest adaptations, such as a reduced timetable, to the settling in period to help your child to settle more easily.</p> <p>We may create a Pupil Support Plan or Pupil Passport for your child or arrange support immediately.</p>
How will we support you if you have concerns that your child has SEND?	<p>If you have concerns about your child's progress you should speak to your child's class teacher.</p> <p>If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head of School.</p> <p>If you are still not happy you can speak to the school SEND Governor.</p>
How will the school inform you if they we any concerns your child's learning in school?	<p>When a teacher or a parent has raised concerns about your child's progress and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO.</p> <p>There are pupil progress meetings at least every term between each class teacher and a senior staff member, including the SENDCO to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. If your child is then identified as not making progress the school will monitor this and may set up an intervention group if appropriate. If your child is still not making expected progress the school will contact you to discuss:</p> <ul style="list-style-type: none"> • Any concerns you may have • Any further interventions and/or referrals to outside professionals that may be considered to support your child's learning • How we could work together to support your child at home/school
How is extra support allocated to children and how will they move between the different levels?	<p>The school budget received from Hounslow LA includes money for supporting children with SEND. The Executive Headteacher 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 the school.</p> <p>The Head of School and the SENDCO discuss all the information they have about SEND in the school including the children:</p> <ul style="list-style-type: none"> • Receiving extra support already • Needing extra support • Who have been identified as not making as much progress as would be expected <p>This information will be used to help decide what resources/training and support is needed.</p> <p>All resources/training and support are reviewed regularly and changes made as needed.</p>



Frequently Asked Questions (FAQs) for Parents/Carers - How children are identified and supported

Key Questions	Actions/Information
Who are the other people providing services to children with SEND in this school?	<p>Those directly funded and managed within school:</p> <ul style="list-style-type: none"> • Learning Support Assistants (LSAs) including support for children with ASD, ADHD and Dyslexia, Down’s Syndrome and MLD • Teaching Assistants • Specialist Reading Teacher • Family Support Worker • Behaviour Consultant • Speech and Language Therapist <p>Those funded and managed by the Local Authority or National Health Service:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapy Assessment • Specialist teachers/advisers in a range of areas e.g. hearing impairment, medical needs, behaviour who provide support and training for teachers and other relevant staff • School Nurse • Occupational Therapy Assessment
How are the adults in school helped to work with children with a SEN and/or Disability and what training do they have?	<p>The SENDCO supports the class teacher in planning for children with SEND.</p> <p>The school has a School Improvement Plan which identifies training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</p> <p>Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with SEND.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Downs Syndrome Association or medical /health training to support staff in implementing care plans.</p> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCO.</p>
How will the teaching be adapted for my child with learning needs (SEN/and or Disabilities)?	<p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</p> <p>Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to the curriculum.</p>



Frequently Asked Questions (FAQs) for Parents/Carers - How children are identified and supported

Key Questions	Actions/Information
How will we measure the progress of your child in school and how will I know about this?	<p>Your child's progress is continually monitored by their class teacher.</p> <p>Progress is reviewed formally every term and assessed in reading, writing and mathematics as well as progress in other areas, as appropriate, such as attendance and engagement in learning and behaviour.</p> <p>If your child is at the end of Year 1 or above, but is not yet at National Curriculum level, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.</p> <p>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 using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and the results are published nationally.</p> <p>Children with Special Educational Needs and/or Disability may have a Pupil Support Plan or Pupil Passport which will be reviewed regularly.</p> <p>The progress of children with a Statement of SEND/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>The SENDCO will also check that your child is making progress in discussion with the class teacher and any other relevant professionals.</p> <p>A range of ways will be used to keep you informed which may include:</p> <ul style="list-style-type: none">• Home/school book• Letters/certificates sent home• Additional meetings as required• Reports
What support do we have for you as a Parent/Carer of child with SEN and/or Disability?	<p>We would like you to talk to your child's class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working well.</p> <p>The SENDCO (or Head of School) is available to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>All information from outside professionals will be discussed with you. Either with the professional involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</p> <p>Homework will, where possible, be adjusted as needed to your child's individual needs. There is a homework club available for all KS2 pupils. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</p> <p>Our Parent Support Adviser Mrs Debbie Currie is also available if you wish to discuss any concerns/issues confidentially with a member of the non-teaching staff. Mrs Currie can be contacted via the School Office.</p>



Frequently Asked Questions (FAQs) for Parents/Carers - How children are identified and supported

Key Questions	Actions/Information
<p>How will we support your child when they are leaving this school or moving on to another class?</p>	<p>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 a smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the new school's SENDCO and ensure they know 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. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance, during transition meeting. This will include all pupil support plans, pupil passports, successful strategies and provisions will be shared with the new teacher. • Some children may require a transition book made to support them through the process. <p>In Year 6:</p> <ul style="list-style-type: none"> • The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCO of their secondary school • Where possible your child will visit their new school on at least one occasion and in some cases staff from the new school will visit your child in this school.

Glossary of Terms

Acronym/Abbreviation	Meaning
SENDCO	Special Educational Needs/Disabilities Co-ordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ADHD	Attention Deficit Hyper Activity Disorder
ASD	Autistic Spectrum Disorder
SpLD	Specific Learning Difficulty
AR	Annual Review
LA	Local Authority
CFAN	Child and Family Assessment/Notification Form