

Local Offer Maidenbower Junior School

Arrangements to support children and young people with SEND (Special Educational Needs and Disability)

Crawley SE locality

Parent / carer participation:

Parent / carer participation is a core part of the new framework for children and young people with SEND. Crawley South East Locality schools are currently West Sussex maintained schools. West Sussex is a Pathfinder authority in SE7 and the questions which frame the Local Offer have been developed in co-production with parents. Please see <http://www.se7pathfinder.co.uk/> for more information on SE7 Pathfinder.

Our locality schools:

The locality has 6 schools, all currently Local Authority (LA) maintained.

- Oriel High School
- Maidenbower Junior School
- Maidenbower Infant School
- The Brook School (infants)
- Pound Hill Junior School
- Pound Hill Infant School

The locality is socially, ethnically and economically diverse with over 30 languages represented in some of the schools. The majority of children attending the locality schools live in the catchment area of Maidenbower and Pound Hill or the surrounding area of Three Bridges and Worth. A few children come from the wider Crawley area or further afield.

Maidenbower Junior School and Oriel High School have Special Support Centres (SSC) for pupils with additional language and literacy needs. The admission criteria for these classes are available from the LA or the schools direct. Oriel High School has a 6th form and a Youth Wing on site and The Brook and Maidenbower Infants Schools have nurseries attached. Crawley SE Locality has two Children and Family Centres located within it at Maidenbower and Pound Hill.

Definition of SEN and disability -

The locality schools work to the definition of SEN and disability set out in the new Indicative Code of Practice – see <https://www.teachers.org.uk/files/Indicative-Draft-025-SEN-Code-Practice.pdf>

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;
or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools ...

Local Offer for parents and carers

1a) How does the school know if children need extra help?

- Transition communication
- Usual school systems – identification and tracking
- Staff observations

1b) What should I do if I think my child may have SEN?

- raise concern with CT
- systems in place for following up concerns

2. How will school staff support my child?

- Graduated response – universal, targeted, specialist (high quality teaching, differentiated for individual pupils, is the first step in responding to SEN)
- Define support – different forms/variety of forms dependent on need

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

- 'as a school we aim for high quality teaching, differentiated for all individual needs'
- Assess, plan, do, review process
- Individual targets for progress
- May need to track back
- High level need – personalised curriculum – e.g specialist therapies

4a) How will both you and I know how my child is doing?

- Monitoring records from interventions
- Pupil's views on their progress
- Termly / ½ termly tracking
- Pupil progress meetings – in school
- Parent / teacher consultations
- Individual target (IEP) review meetings with parents – termly
- Formal and informal dialogue between parents / school, school / parents – e.g home / school book, letters, email
- System for making an appointment, with class teacher, at any time by contacting the school office.

4b) How will you help me to support my child's learning?

- Shared meeting to set targets
- Parent workshops – helping my child at home
- Weekly / ½ termly contact note
- Planner notes
- Parent consultation meetings
- Information leaflets – dyslexia, spelling
- School website – learning platforms
- Syllabus information evenings
- Facilitating meetings between parents / other agencies where applicable

5. What support will there be for my child's overall wellbeing?

- Parents can make appointment with CT and/or Inclusion Manager at any time to discuss their child
- In school interventions – Circle Time, social skills groups, Narrative therapy

- Link to behaviour policy, anti-bullying policy
- Individual school initiatives – e.g Rights Respecting School
- Pastoral systems
- Safe Guarding Named person
- Child Protection training for all staff and robust CRB checks
- Responsibility for on-site safety
- Trips and visits; risk assessment
- Personal care plans
- Access to counselling – may currently offered; discrete criteria for access (contact Inclusion Manager as first contact and for further details)

6. What specialist services and expertise are available at or accessed by school?

- Current – Locality Specialist Teacher, EP, School Counsellor (for access criteria please refer to Inclusion Manager);
- Current initiatives - Parent meetings in partnership with West Sussex Autism
- Current SSC + entry criteria available from Teacher in Charge and Local Authority
- Current expertise in school staff – e.g Narrative therapy, Speech and language, Social Communication, Numicom
- Current parenting courses – e.g supporting your child to read, current approaches to teaching maths

The locality schools have direct access for referrals to the following support services and work regularly with them

- Speech and Language Services;
- Educational Psychology Service;
- Social Communication Team (primary schools only);
- Learning Inclusion Team (primary schools only);
- Sensory Support Team;
- Child and Adolescent Mental Health Service - CAMHS (telephone triage only);
- Children and Young People's Planning Forum;
- School Nurse Service;
- Family Link Service (primary only);

These services have their own criteria for prioritising cases. Referrals for Physiotherapy Service, Occupational Therapy Service, Child Development Clinic and direct referrals to CAMHS can be made by parents through their General Practitioner (GP).

7. What training are the staff supporting children and young people with SEND had or are a having?

- QT status
- NQT induction programme
- LSA induction programme
- Access to specialist services where applicable – Sensory Support
- School development plan – CPD
- Use best endeavours to access specific training for high level, low incidence need – where available

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

- Inclusive school
- Best endeavours , reasonable adjustments
- Risk assessment

- Use knowledge of individual pupil/student to inform any adaptations needed
- In discussion with parents

9. How accessible is the school?

- Modern school building on one level, opened in 1999 with full wheelchair access
- Link to accessibility plan
- Reference links to specialist services to support access for named pupils / students – sensory, OT/physio
- Work with county level team EMAT – language access
- Communication systems with parents – pupil planners, newsletter, parent mail, etc

10. How will the school prepare and support my child's transfer to a new school on the next stage of education and life?

Pre-school to school transition –

- Home visits
- pre-school setting visits
- parent workshops
- familiarisation visits to new schools planned for the whole new intake and any additional school visits required by individuals

Mid-phase admissions –

- reference any individual school systems

Between phase , within locality -

Strong transition arrangements for all pupils are a feature of the locality. Schools share teaching links and there are planned opportunities for pupils to make visits between the schools for educational, social and cultural events throughout the year. At times of transition between schools there is an induction programme for pupils, meetings for parents and teaching staff handover sessions. The locality recognises that some pupils may need more support at these key transition times for a variety of reasons; this additional support may include

- Extra school visits;
- Transition books and pupils passports;
- Individualised transition plan;
- Additional staff training.

11. How are the school resources allocated and matched to children's SEN?

- The LA delegates core funding to schools to make general educational provision for all pupils; of that core funding an element is allocated to differentiation, training, classroom support resources and materials. Some additional funding according to an agreed formula is delegated to schools to enable them to provide more targeted support for pupils who have been identified as having SEN, including those with statements of SEN/Education and Health Care Plans.
- Separate SSC funding
- All SEN support and provision is part of the cycle of assess, plan, do and review graduated approach

12. How is the decision made about what type and how much support my child will receive?

- Graduated response
- Assess, plan, do, review – time limited interventions

- Evidence based interventions
- Based on individual need within the context of the school overall
- Provision made for a pupil/ student will be informed by consultation with parents, outside agencies, pupil/student

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

- Whole school events / organisation – Friends of Maidenbower Junior
- Social events – sports day, etc
- General involvement – parent helpers, drop in sessions, open days, questionnaires
- Individual – parent consultations, TAC (Team Around the Child) meetings, Annual reviews
- Parents are invited to comment on elements of school life at various times during the year.

14. Who can I contact for further information?

- School first – at earliest possibility
- Class teacher
- Year leader, SENCO / Inclusion Manager – by appointment – via school office
- Head Teacher
- Reference Parent Partnership [website www.westsussex.gov.uk/parentpartnership](http://www.westsussex.gov.uk/parentpartnership) **e-mail:** parent.partnership@westsussex.gov.uk, **Tel:** 0845 075 1008
- Reference W. Sussex Local Offer http://www.westsussex.gov.uk/learning/special_educational_needs/local_offer_coming_soon/what_is_the_local_offer.aspx