

## What is the Local Offer?

From September 2014 every local authority will be required to publish information about services they expect to be available for children and young people with special educational needs and/or disabilities (SEND), aged 0-25 years. This will be known as the 'Local Offer'. The Local Offer website will put all information about education, health and care services, leisure activities and support groups, in one place, making it easier for families to access and use the vast range of information and resources. The Local Offer will seek feedback from families on local provision and gaps in services to ensure that the commissioning of services is more responsive to local needs and aspirations.

All educational settings are required to co-operate with the Local Authority in its function to publish the Local Offer, as stated under clause 28 of the new Children & Families Act. The Children and Families Act 2014 and Draft SEN Code of Practice both specify that the Local Offer must be developed and reviewed in partnership with children and young people, parent/carers, and local services. This is known as co-production.

The SEN Information Report (Local Offer produced by the individual schools to feed into the LA local offer) is a new duty under section 69 of the Children and Families Act 2014. From September 2014 all schools will be required to publish a SEN Information Report on their school website. This will set out in detail information about implementation of the governing body's policy for pupils with SEN. It includes arrangements for identifying, assessing and making provision for pupils/students with SEN.

The information required is set out in the Special Educational Needs Regulations (Clause 65) and further guidance is contained in section 6.74 of the revised draft SEN Code of Practice 2014. The Code of Practice states that schools should ensure that information is easily accessible by young people and parent carers and is set out in clear straightforward language. The information must be updated as soon as possible.

The report from each setting will be used to help develop Southampton's Local Offer. It is the responsibility of each setting to ensure compliance with the regulations and the accuracy of the information provided.

## Mansbridge Primary School SEN Information Report (Local Offer) for Special Educational Needs and Disability (SEND)

### Learning and growing together the Mansbridge way

- *Creating a happy, secure and effective learning environment for all*
- *Teaching essential skills of literacy, numeracy to promote an enquiring mind*
- *Developing a caring attitude towards others and the environment*
- *Building self-confidence and raising aspirations of all children*
- *Encouraging development of physical skills and encouraging children to recognise the importance of pursuing a healthy lifestyle and keeping themselves safe*
- *Helping children differentiate between right and wrong and recognising their rights as individuals as well as their obligations to the community.*

### We believe that:

- all children should be valued regardless of their abilities and behaviours.
- all children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- all teachers are teachers of children with special educational needs.
- all children can learn and make progress.
- effective assessment and provision for children with SEND will be secured in partnership with parents, children, the LA and other partners.

### Information about the School:

- The school is smaller than the average-sized primary school. It is a mainstream school.
- The proportion of pupils eligible for pupil premium funding (additional funding to support pupils known to be eligible for free school meals, pupils who are in the care of the local authority or pupils from service families) is much higher than average.
- The proportion of pupils who are from minority ethnic groups and who speak English as an additional language is broadly average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average.
- There is a breakfast club and after-school clubs for pupils.

In our most recent Ofsted (April 2013) it was stated: 'Inclusion underpins the school's values and ethos. All pupils are treated equally regardless of background, and discrimination on any grounds is not tolerated.'

### **Education Framework**

The following table demonstrates how we put support in place for all pupils with SEND (including the areas of need below).

- Learning difficulties
- Communication difficulties
- Autism spectrum
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

	<b>Whole school response Universal Quality First Teaching</b>	<b>Targeted support for individuals or small groups Short / medium term</b>	<b>Specialised individual support Medium / longer term</b>
<b>Teaching approaches</b>	<p>The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress support will be put in place. A predictable learning environment with a timetable is provided in all classes. A visual timetable will be provided in all Key stage one classes to aid understanding.</p> <p>There are parents' evenings in the Autumn and Spring term. A mid-term review with targets for each child is sent out in the Spring term. A written report is provided annually to parents.</p>	<p>Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Teaching Assistants as appropriate. Some small groups may be supported by an additional teacher.</p>	<p>Work is adapted to meet individual children's needs. There is careful targeting of individual support for pupils with individual education plans (IEP.) Support is put in place for pupils who are not making progress.</p>

	<b>Whole school response Universal Quality First Teaching</b>	<b>Targeted support for individuals or small groups Short / medium term</b>	<b>Specialised individual support Medium / longer term</b>
<b>Learning / curriculum</b>	Children and young people will have full access to the National Curriculum and Religious Education and Early Years Foundation Stage. The National Curriculum will be adapted to take account of each child's particular needs and will be changed to suit each child's academic and personal development.	The school identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.	The school responds to any concerns raised by parents. The Special Educational Needs Co-ordinator may carry out additional testing when additional educational needs are identified and outside agencies may also be involved. Individual Education Plans (IEPs) are written and reviewed by the pupil, class teacher, SENCo and parents as appropriate but at least termly.
<b>Support</b>	Instructions are simplified and supported with visual aids where possible with checks for understanding. The school uses activities to develop problem solving skills and memory skills. A visual approach to learning is used throughout the school with activities which are appealing. Tasks are short, focussed and where possible with natural breaks to maintain interest.	Access to small group and individual work on developing an understanding of the subtleties of language and conversational skills.  Regular daily opportunities to access individual and small group work to develop independence and organisational skills.	Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the SENCo although class teachers and Teaching Assistants are also involved. It is the responsibility of the SENCo to organise external support and maintain records.

	<b>Whole school response Universal Quality First Teaching</b>	<b>Targeted support for individuals or small groups Short / medium term</b>	<b>Specialised individual support Medium / longer term</b>
<b>Environmental and physical resources</b>	Mansbridge Primary School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.	Our home/school liaison officer works with families in their homes and with children in school to provide a structured programme of work to develop social and interactional skills. This includes providing opportunities to work cooperatively with peers and develop ability to manage frustration. Mansbridge Primary prepares children for changes and provides support to manage unpredictable events.	The school's home/school liaison officer provides one-to-one/ small group support for children who need additional emotional support. The SENCo co-ordinates the liaison and multi-agency working to support children with disabilities and to provide any specialist equipment or adaptations that may be needed.
<b>Behavioural and emotional</b>	Mansbridge Primary works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. The school uses the Social and Emotional Aspects of Learning materials.	Our home/school liaison officer is available to provide emotional support. This is a short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner.	This resource supports pupils with aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. Pupils are supported on a one-to-one basis when required.

Frequently asked questions from the parent carer's point of view:

Question	Answer
<p>How does the Mansbridge Primary School know if children need extra help?            What should I do if I think my child/young person may have special educational needs?</p>	<p><i>Mansbridge Primary School is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the Teachers/SENCo will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's class teacher or contact the SENCo. The SENCo at Mansbridge Primary is Miss Lowenstein and she can be contacted via the school office or via your child's class teacher. She is also available at parents' evenings if you wish to make an appointment to see her then.</i></p>
<p>How will Mansbridge Primary School staff support my child?            What should I do if I am concerned about the support being given or not given to my child?</p>	<p><i>Your child's class teacher and the SENCo will oversee and plan your child's education programme. Depending on the intervention required your child may be working in a small group with support during literacy and/or mathematics. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, a Teaching Assistant may support your child to be a successful member of the school community. It may be appropriate for your child to have one-to-one support with a speech language and communication programme or support for reading. This will all be explained to you by your child's class teacher and/or SENCo. Governors are involved in monitoring the effectiveness of provision. There is a designated governor for SEND in place who carries out regular learning walks and visits to the school. There is also an annual report presented to all governors by the SENCo. If you have any concerns you should speak to your child's class teacher in the first instance and then to the SENCo. If you still have concerns you should speak to the Head.</i></p>
<p>How will the curriculum be matched to my child's needs?</p>	<p><i>All teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Children's progress is monitored rigorously by the Senior Leadership Team, including the head and assistant heads.</i></p>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>We have an open door policy at Mansbridge Primary School. There are parent evenings held in the Autumn and Spring term and throughout the year. You can ask for an appointment to speak with your child's class teacher or the SENCo at a mutually convenient time. We monitor children's progress very closely through regular formal and informal assessment processes. You will receive an update of progress and targets in the Autumn and Spring term and a more detailed written report in the summer term. We will always ask to see you if we have concerns about your child's progress. If your child has an education and health care plan, an annual review is held according to the guidance in the Code of Practice.</i></p>
<p>What support will there be for my child's overall well-being?</p>	<p><i>At Mansbridge Primary School we have a home school liaison officer (Mrs Moody) who works with families in their homes and with children in school. She also works closely with the school nurse and services within the local authority.</i></p> <p><i>The other part of her role is as an emotional literacy support assistant (ELSA). This involves her working with children within school on areas of need such as self-esteem, anger management and attendance. You will be informed if your child attends these sessions and asked to complete a checklist to enable us to give them the appropriate support and to monitor progress. You may be asked to meet with Mrs Moody to discuss progress and see what your child been doing.</i></p>
<p>What specialist services and expertise are available at or accessed by Mansbridge Primary School?</p>	<p><i>We link with other professionals such as Child and Adolescent Mental Health (CAMHS), Social Care, Educational Psychology, Occupational Therapy, Physiotherapy, school nurse and Speech and Language Therapy. We have access to basic assessments which our SENCo can use to help support identification of difficulties.</i></p>
<p>What training have staff supporting children and young people with SEND had?</p>	<p><i>Our SENCo has achieved the Masters Level National Accredited SENCo Award. She also has a background in Psychology with this being her main degree. All staff receive regular training and updates. This academic year the staff have received training for supporting children with ADHD and challenging behaviour. Our staff work closely with outreach support and take on board ideas to implement with other pupils. The school nurse has provided epi-pen training and asthma</i></p>

*training. When staff attend courses in other venues they feedback to the rest of the teachers/LSA so that knowledge is disseminated throughout the school.*

*During transition meetings at the end of an academic year, information is passed on from teacher to teacher to ensure provision continues in the new class.*

<p>How will my child be included in activities outside the classroom including school trips?</p>	<p><i>We make every effort to include all pupils in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. We work closely with parents to ensure any medical needs are met fully. All pupils are able to attend after school clubs regardless of their educational needs.</i></p>
<p>How accessible is Mansbridge Primary School?</p>	<p><i>We make every reasonable adjustment possible. The majority of the school is on one level with a small set of steps down into the Junior part of the school. However, this area can be accessed via an alternative route as all classes have a door leading into the playground. The school has an accessibility plan which is reviewed and updated annually.</i></p>
<p>How will the Mansbridge Primary School prepare and support my child to join the school and then transfer to a new school?</p>	<p><i>When your child joins the school, you will be shown round by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have. There are visits to Pre-Schools in order that Mansbridge staff can liaise with the Pre-School staff about each child's individual needs.</i></p> <p><i>Year 6 staff and SENCo liaise with the receiving schools. Extra transition visits are arranged as necessary.</i></p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p><i>The local authority provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need.</i></p> <p><i>Additional interventions are funded to support children's progress. If your child has an Education and Health Care Plan, we will ensure that the provision specified is provided. The effectiveness of provision will be monitored by the SENCo and SEND Governor through work sampling, pupil conferencing and discussions with class teachers.</i></p>



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

*There are regular meetings between the leadership team and class teachers to discuss pupil progress. Teachers can also refer children at any time to the SENCo if they have concerns. Every term there are more formal pupil progress meetings between the head teacher and class teachers. This information is then shared with the SENCo. If there is a need for some extra support this will be agreed by everyone that needs to help your child.*

Who can I contact for further information?

*Your first point of contact if you want to discuss something about your child is your child's class teacher.*

*You can contact any member of the school leadership team if you are still worried.*

*If you would like to apply for Mansbridge Primary School please follow the SCC Admissions procedures and contact the school to arrange a visit.*



**Frequently asked questions from the young person's point of view:**

<b>Question</b>	<b>Answer</b>
How does the Mansbridge Primary School know if I need extra help?	<i>Your teacher will track your progress and they will know if you need extra help.</i>
What should I do if I think I need extra help?	<i>You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or Teaching Assistant.</i>
How will my work be organised to meet my individual needs?	<i>Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard but it will make you think.</i>
How will I be involved in planning for my needs and who will explain it and help me?	<i>Your teacher will talk to you about your work often and explain how you can improve. Your teacher will also tell you what your targets are.</i>
Who will tell me what I can do to help myself and be more independent?	<i>All the staff at Mansbridge Primary School can help you to become independent.</i>
What should I do if I am worried about something?	<i>Talk to your teacher, Teaching Assistant or any other familiar adult in the school.</i>
How will I know if I am doing as well as I should?	<i>You will have a school report in the summer term and in the Autumn and Spring term, your teacher will meet with someone from home to explain how you are doing.</i>
How can I get help if I am worried about things other than my school work?	<i>You can talk to any teacher or Teaching Assistant. You can also ask to speak with the SENCo and arrange some extra help..</i>
Are there staff in school who have been trained to help young people who need extra help?	<i>Our Special Educational Needs Co-ordinator has a qualification that means she is trained to help children with learning needs. We also have a Home-School Liaison Officer that you can ask to talk to.</i>
Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	<i>We work with lots of people who can support you too, for example, therapists, nurses and social workers.</i>



<p>If I have difficulty in taking part in school activities what different arrangements can be made?</p> <p>a. How will I know who can help me?</p> <p>b. Who can I talk to about getting involved in school activities if I need extra help?</p>	<p><i>We do not have many stairs but we can change where you access the classrooms to help you.</i></p> <p><i>You will be introduced to all staff that will be working with you so that they understand your needs.</i></p> <p><i>You can talk to your class teacher or Teaching Assistant if you would like to be involved in school activities where you may need extra help.</i></p>
<p>What help is there to help me get ready to start at my school?</p>	<p><i>We will talk to your current school and your parents/carers. You are welcome to come and visit Mansbridge Primary School. We can give you a school prospectus and write you a social story if this would help you. A member of staff can give you a tour of the school once you have started.</i></p>

**What should you do if you feel that the Local Offer is:**

- o **Either not being delivered or**
- o **Is not meeting your child's needs**

You should contact your child's class teacher in the first instance and/or talk to our Special Needs Co-ordinator.

**How decisions are made:**

**How is our local offer reviewed?**

Decisions are based on the information gathered from the school's pupil progress meetings and through the School Development Plan.

This local offer was drafted and amended after consultation with stakeholders in the school.