



Bury Council  
**Children's Services**



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## **Children and Families Act 2014 Special Educational Needs and Disability – The Local Offer**

The (draft) Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This template is designed to help schools in meeting these requirements and enable a consistent approach to the publication of that information. The text in bold is the requirement set out in the regulations, text in italics are questions developed by pathfinder authorities to illicit the detail. A copy of the (draft) regulations can be viewed [here](#) .

In anticipation of the final regulations, schools are advised to begin to gather the information required and consider how it will be published on their website. The local authority will advise on the publication of its Local Offer during the summer term.

For further information about the completion of this template and the requirements of the Local Offer, please contact Paul Cooke – Strategic Lead (Schools, Academies & Colleges) on 0161 253 5674 [p.cooke@bury.gov.uk](mailto:p.cooke@bury.gov.uk) .

<b>How does the school know if a child or young person needs extra help?</b>
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*How do you identify children/young people with special educational needs?*

The following ways to identify SEN may be used:

- Information from your child's pre-school setting.
- Discussions from home visits and the Parents Induction Meeting prior to admission into school.
- Early Years Foundation Stage data which is collected during classrooms observations as the children complete activities.
- In school assessments. At Margaret's the children are assessed at 10, 20 and 30 weeks. The data is used to identify attainment and progress. These measures can be used to show whether a child is falling behind their peers and/or whether the child is not progressing as expected.
- Observations/interactions with pupils – adults in school
- Educational psychologist reports/annual review meetings.
- Reports from the Pupil Learning Centre (PLC) and PLC outreach, where a member of staff from the PLC may be timetabled to work with a child

**What is the schools approach to teaching children and young people with special educational needs?**

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

*How will school staff support a child/young person?*

*Who will oversee and plan the education programme.*

*Who will be working with my child/young person, and how often?*

*What will be their role?*

*Who will explain this to me?*

*How are School Governors involved and what are their responsibilities?*

St. Margaret's has an inclusive approach to education. The school is committed to ensuring that all children receive a high quality education and realise their academic potential regardless of any challenges they face. Children with SEN are taught in the classroom as part of this inclusive strategy, but will receive support on a more personalised level. This might include target time, small group work and/or interventions.

The resources needed to support your child will be outlined in the Education and Health Care Plan (EHC Plan) and teaching depends on this plan.

The teacher and the teaching assistant will work with your child as will any other member of staff identified in the EHC Plan. This may be someone from an outside agency, such as the Visual Impaired Service.

The class teacher and the Special Educational Needs Co-ordinator (SENCO) will be happy to speak to you and explain the approach we are taking with your child.

The school's Governors are aware of the new SEND regulations and there is a dedicated Governor for Special Educational Needs, who has had

an additional Governor training as well as a special interest in SEN

**How will the school adapt the curriculum and learning environment for children and young people with special educational needs?**

*How will the curriculum be matched to my child's needs?  
What are the school's approaches to differentiation? How will that help my child?*

Every child has an important role to play in the school community and staff work to remove any barriers that may stop them fulfilling their potential.  
The school assesses children three times each year as a minimum. Following these assessments children are given support using a variety of support programmes which may involve being withdrawn from lessons.  
The Education and Health Care Plan will outline in part the provision needed for your child including suggested support from school staff.  
Differentiation is where the class teacher prepares different activities for different abilities. This happens as a matter of course and is evident in planning. For a child with a EHC Plan lessons will probably need to be adapted further depending on their needs. This will be outlined and explored in the EHC Plan.  
Differentiation will help your child because his/her individual needs will be taken into account.  
Every child's needs are different and teachers are very experienced in meeting them as far as possible.

**How is expertise secured for teaching staff and others working with children and young people with special educational needs?**

*Are there specialist staff working at the school and what are their qualifications?  
What training do the staff who support children/young people with SEND undertake?  
What other services does the school access including health, therapy and social care services?*

The school has an experienced Special Educational Needs Co-ordinator and a Higher Level Teaching Assistant with a raft of experience in delivering intervention work. She has trained our teaching assistants to deliver the interventions so that more children can benefit from these.  
We are part of the Bury Learning collaborative and have regular access to specialist SEN training delivered by the Bury Additional Needs Team.  
School has access to a range of services. These include health, the school nurse, speech therapy, the visual impairment service, the hearing impaired service, social care and CAMHS. Depending on the agency, staff will have specialist training in their chosen area. For example, in school we have children with hearing impairment. Staff are trained specifically to support these children.  
Additional training for staff is secured where necessary. This might be delivered in school by external training sources using specialist teachers/health care professionals.

**What additional learning support will be available to children and young people with special educational needs?**

*How is a decision made about what type and how much support a child/young person will receive?  
Describe the decision making process?  
Who will make the decision and on what basis?  
Who else will be involved?  
How will parents be involved?  
How does the school judge whether the support has had an impact?*

The type of support a student receives depends upon the type and extent of support they need, and the availability of support. Statemented students receive their allocated number of hours and type of support set out in their statement, many receive more than this. All support allocation is provision mapped and costed. This is particularly important in advance of the new Code of Practice and the introduction of EHC Plans ( Education, Health and Care Plan)

Support is also given dependent upon need which is established through diagnostic testing, staff or parental referral, a change in behaviour or through a drop in attainment. The wide variety of support strategies and outside agencies that can be accessed have been set out already in this document.

All support programmes are reviewed and the impact they have had on student progress. All programmes are assessed on narrowing the gap in attainment for the individual student and ensuring that they begin to make expected progress. If this is not the case an alternative route is looked for unless the programme is working but needs more time to allow this type of progress to be made. If the support is for a behavioural issue the success criteria will be based around a reduction of negative incidents that impact on the progress of the student. As with academic interventions the key focus is if a programme has led to student making at least expected progress following the programme or are now beginning to narrow the gap.

The school will review progress made towards the EHC Plan recommendations every term. You will be invited to these meetings

**How will the emotional and social development of children and young people with special educational needs be supported and improved?**

*What support will there be for a child's overall well being?  
What is the pastoral, medical and social support available in the school for a child with SEND?  
How does the school manage the administration of medicines and provide personal care?  
What support is there for behaviour, avoiding exclusions and increasing attendance?  
How will a child be able to contribute his/her views? How will school support a child to do this?*

All staff have been given pastoral responsibility for all the children in their classes. Over time Ofsted have commented very positively about the

caring nature of adults in school and that the children thrive because of it.  
We have a Medicines Policy and children who need to take medicine in school are accommodated for. Care plans are drawn up and staff receive training to administer them where needed. For example, we have children in school who need insulin for diabetes and staff have had epi-pen training to support children with a nut allergy.  
Staff recognise their duty of care for all the children at St. Margaret's. We take this very seriously and make reasonable adjustments to support our children.  
We have a very well established Behaviour and Pastoral Care Policy which outlines our approach to rewards as well as sanctions. The exclusion of a child is only ever considered as a last resort, when all other avenues have been tried and failed.  
The support children with challenging behaviour, the school has good links with the Pupil Learning Centre and their outreach team, who give support and advice.

**How will progress of children and young people with special educational needs be assessed and reviewed?**

**How will those children and their parents take part in any assessment or review?**

*In addition to normal reporting arrangements what opportunities will there be for parents to discuss progress with school staff?  
How does the school know how well a child is doing?  
How will parents know what progress their child should be making?  
What opportunities will there be for regular parental contact about things that have happened at school?  
How will school explain to parents how their child's learning is planned, and how a parent can support learning outside of school?  
How and when will a parent be involved in planning for their child's education?*

Parents will have the opportunity to meet with the school's SENCO each term and there will be a more formal review every year. Parents are welcome to meet with members of staff to review any issues that there may be with the progress and attainment of their child. Meetings with parents often happen on an ad hoc needs basis.  
Children in school are assessed formally after 10, 20 and 30 weeks of the school year and this is just one way in which the school knows how your child is doing. Children are assessed in every lesson in that teachers and support staff make sure they achieve what is expected. Teachers will explain to parents what progress is expected. The school has an open door policy and parents often have a quick chat with a member of staff before or after school. This is especially beneficial for our children with SEND, who have 1:1 support. Teachers sometimes set up a 'Home School Liaison Book', so that parents can see written comments.

**How will the effectiveness of the schools special educational provision be assessed and evaluated?**

**How will children and their parents take part in any assessment or review?**

*How does the school know how effective its arrangements for children/young people with special educational needs is?*

All students are monitored through the progress tracking system. These are reviewed by members of staff to ensure that progress is made by

SEN students. If adequate progress is not being made then interventions are put in place.

Any interventions undertaken are regularly monitored with feedback given to both students and parents on attainment and progress.

As part of the SEN and Pupil Premium audit and cost effectiveness the value for money for any programmes used are undertaken.

Staff regularly evaluate the effectiveness of provision as a matter of course.

#### **How can children and young people with special educational needs access the schools facilities?**

*How accessible is the school environment?*

*Is the building fully wheelchair accessible?*

*Have there been improvements in the auditory and visual environment?*

*Are there accessible changing and toilet facilities?*

*How does the school communicate with parents whose first language is not English?*

*How will equipment and facilities to support children/young people with special educational needs be secured?*

St.Margaret's has excellent safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment. The school does have wheelchair access but the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments. The school is easily accessible including for wheelchair users.

We have a physio room with a shower and toilet

The school has all classrooms fitted with projectors and smart boards. Students with hearing impairment are taught at the school and their needs are met on an individual needs basis in liaison with the Bury Sensory Needs Team.

Laptops are available for students with SEN as appropriate and a wide range of subject specific aids are used including but not exclusively, different fonts, overlays and larger print/worksheets and books where needed

#### **What activities are available for children and young people with special educational needs in addition to the curriculum?**

*How will a child /young person with SEND be included in activities outside the classroom, including school trips?*

*Will the child be able to access all of the activities of the school, and how will school assist them to do so?*

*How will school involve parents in planning activities and trips?*

St. Margaret's has a fully inclusive policy and students with any form of Special Education Need are fully integrated in all aspects of school life. Students will be supported on a needs basis which may be one to one support with a teacher or TA, specific programme or teaching, small group work, lunchtime support etc.

Students requiring financial assistance are supported on educational trips and visits. We try to ensure that no child should be excluded for issues relating to SEN.

Parents are invited in to discuss prospective trips and visits and their feedback is welcomed.

All our children, including those with special educational needs are included in all school trips. School will always make reasonable adjustments

so that all children can be included, including when this means that extra staff are used. School will discuss activities and trips with parents to ensure that individual needs are met.

### **Transition**

*How will the school prepare and support a child/young person to join the school, transfer to a new school, or the next stage of education and life?*

*What preparation will there be for both the school and a child before he/she joins the school?*

*How will a child be prepared to move onto the next stage?*

*What information will be provided to his/her new school?*

Before our children are admitted into Reception, our staff visit their nursery and/or visit the family at home. We hold a Transition Day where students come in to St. Margaret's and meet classmates and experience a day in school. There is an evening meeting with parents to welcome them to the school and share basic information about life at St. Margaret's. Students that have been highlighted as vulnerable, have a statement or additional needs are invited in for a further visit or visits to help them become more familiar and confident with the transition to our school.

Our Year 6 visit their new High School for the day and staff from the High Schools come to St. Margaret's to discuss each child. On the rare occasion that a child moves school midyear, we try to ease transition as far as possible.

### **Who can parents contact for further information?**

*Who would be the first point of contact if a parent wanted to discuss something about a child?*

*Who else has a role in a child's education?*

*Who can parents talk to if they are worried?*

*Who should a parent contact if they are considering their child joining the school?*

*Who is the SEN co-ordinator and how can they be contacted?*

### **Again the LA could produce a generic one here and schools could add their own individual comments**

The school's SEN co-ordinator is Mrs. Alison Wainman.

She can be contacted on 0161 773 1432