



Children and Families Act 2014

The Local Offer from schools, settings and colleges

Park Community School



June 2017

Item	Action	Comments
<p>1. How does Park Community School know if children need extra help?</p> <ul style="list-style-type: none"> • How do you identify child/young person that may need additional help or have special educational needs? <p>We know if pupils need extra help when.....</p> <p>Be explicit about the Special Educational Needs observed (social skills, emotional wellbeing as well as academic)</p> <ul style="list-style-type: none"> • What skills and experience are you using to identify need? • How do you collaborate with parents/carers in identification and assessment stages? • The kinds of SEN provided for (i.e. the main categories of need) 	<p>We identify children who need extra help through:</p> <ul style="list-style-type: none"> • Concerns raised by parents/carers, staff or the child • Liaison with previous educational placements – nurseries, previous schools • Liaison with outside agencies eg Health Visitors, Speech and Language Therapists • Ongoing tracking of pupils’ progress and achievement • Knowing our pupils well and recognising changes in their behaviour or progress <p>We have experienced staff and provide regular training opportunities for both teachers and support staff to update and extend their skills in the area of SEN.</p> <p>We raise concerns with parents/carers after making initial observations of the child and note that there is a cause for concern. Should the concern continue to persist then we would follow this up withdrawing up an Individual Education Plan (IEP) for the child and review this each term.</p> <p>We currently support children with Social and Emotional Difficulties (BESD). Support given is appropriate to the individual’s level of need.</p>	
<p>2. What should I do if I think my child may have SEN?</p> <ul style="list-style-type: none"> • How do you discuss with parents any concerns either you or they have? • How do parents contact the school to discuss their child/young person’s education and well being? <p>Be clear about whether the child/young person has SEN and:</p> <ol style="list-style-type: none"> a) can access the school’s core offer b) can access the core offer with support and may need to consider applying for an Education and Health Care Plan (EHCP) 	<p>If we have concerns about your child’s academic progress or well-being we will contact you to discuss this at the earliest opportunity.</p> <p>If you are concerned about your child’s academic progress or well-being please contact your child’s class teacher. They will discuss your concerns and outline support which could be offered. If necessary they will arrange for you to meet with the Special Needs Coordinator (SENCo) or one of the Senior Leadership Team (SLT).</p> <p>Our provision for pupils includes:</p> <p>High quality teaching adapted to the needs of individual pupils.</p> <p>Small group interventions designed for pupils who need to ‘catch up’.</p>	<p>Please note that currently as the school grows the Headteacher will act as the school’s SEN Co-ordinator</p>

<p>c) already has an EHCP, statement or other plan</p>	<p>Small group or individual interventions for pupils with special educational needs (SEN).</p> <p>Advice and support from the SENCo.</p> <p>Advice and support from outside agencies such as Merton Language and Learning Team, LBL team, Merton Educational Psychology Service, and Speech and Language Therapists.</p> <p>Access to a shared TAMHS (Targeted Adolescent Mental Health in Schools) worker in school.</p> <p>If your child's needs are not able to be met by the school without additional funding we will work together to make a request for a Education, Health and Care Plan (previously known as a Statement of Special Educational Needs).</p>	
<p>3. How will I know how Park Community School supports my child?</p> <ul style="list-style-type: none"> • How and by whom are support plans developed? • How is it decided what the appropriate package of support might be? • What evidence base may be used? • How is it decided if additional adults need to provide support and how is that managed? How will it be explained to me? • Is extra help always provided from within the school? • How does the school ensure they are up to date and have the required skills? • How are appropriately skilled people from outside the school inputting into the package of support and the implementation? • How do the Governors know what provision is needed and what are their responsibilities? • How does the school check that the provision is effective? Do all child/young person needing extra help have Support Plans. 	<p>If your child is identified as having special educational needs a support plan will be put in place.</p> <p>This is set up by the class teacher and checked by the SENCo.</p> <p>Targets have been set for your child and the type of support put in place to enable them to achieve them.</p> <p>The IEP will be written by your child's class teacher in consultation with the SENCo. Support plans will be shared and discussed with you at least three times a year.</p> <p>Interventions will be regularly reviewed to monitor the effectiveness of the support and to inform future planning.</p> <p>If we feel your child would benefit from involvement of an outside agency we will contact you to discuss this and request permission. Any reports or recommendations will be shared with you.</p> <p>The school has a SEN policy, which is updated with statutory information and new legislation or guidance.</p> <p>Chapel St Trust have set up a Governing Body and they have a named SEN/Inclusion Governor.</p>	<p>support plans are currently checked by the EY Leader and Headteacher</p>

	<p>She has schedule of visits, meets with the SENCo and reports to the full Governing Body.</p> <p>The Senco has the responsibility to check that all IEPs are in place. She then reports to the Inclusion Leader.</p>	
<p>4. How will the curriculum be matched to my child needs?</p> <ul style="list-style-type: none"> • What is the school's approach to differentiation? • Who plans any specific individual education/intervention programme and how are they delivered? • How is the whole curriculum differentiated and organised according to need? • How do child/young person access the whole curriculum if specialist equipment is need? • How much support is reliant on the TA/additional support and how much is covered by the class teacher? What training is provided for this? 	<p>Throughout the school whole class teaching is adapted to meet individual needs. This may be through the use of different teaching styles or the support and resources provided.</p> <p>If your child requires support in addition to the normal adaptations provided the type of intervention and who will deliver it will be identified in their IEP. The support may be provided by the class teacher, a teaching assistant, the SENCo or a specialist teacher. We provide ongoing training and support for staff to ensure pupils are supported appropriately.</p> <p>If specialist equipment has been recommended by an outside agency e.g. Occupational Therapy or Visual Impairment Team, we will aim to provide this at the earliest opportunity.</p> <p>Depending on the needs of the child then most support is provided in class or small groups by the class teacher or TA. Training/CPD and resources are provided to those adults working with children with more specific needs. Who, when and how often supports your child will be recorded on their support plan.</p>	

<p>5. How will the school know how well my child is doing?</p> <ul style="list-style-type: none"> • How are attainment and progress measured and monitored for all pupils? • How does the school track the attainment and progress of groups and individuals? • How will the school meet the social, emotional and educational needs of the child or young person and measure progress across all areas? 	<p>Half termly assessments feed into teachers track pupil progress and achievement on an ongoing basis.</p> <p>Staff attend pupil progress meetings where actions are put in place, reviewed and impact discussed. All groups of pupils are reviewed at these meetings</p> <p>Social and emotional well-being of pupils is tracked through:</p> <ul style="list-style-type: none"> • Observations by all staff members • Reviews of targeted interventions eg Nurture group, Personal, Social, Emotional Development groups, Social and Emotional Aspects of learning groups • Pupil response • Using information from other lead professionals. 	
<p>6. How will I know how well my child is doing?</p> <ul style="list-style-type: none"> • In addition to normal reporting arrangements what opportunities are there for parents to discuss progress with staff? • How do parents know what progress child/young person should be making? • How do you keep in regular touch with parents? • For child/young person with no EHC Plan how do schools plan the format of review meetings. • How does the school assess social, emotional and educational needs therefore needing to measure progress across all areas? 	<p>We hold parent's evenings 2 times a year to review your child's ongoing progress and set specific targets to help raise their level of attainment.</p> <p>End of year statutory written reports with an opportunity for parents/carers to discuss their child in more detail.</p> <p>Informal meetings are held between teachers and parents are ongoing. The school gates open at 8.45 to give parents the opportunity to drop in and speak to the class teacher before lessons begin at 9.00.</p> <p>If a child has an IEP this will be discussed with the parent at least three times a year. If a child has a Statement or Education, Health and Care Plan parents will also be invited to an annual review meeting to discuss their progress and future support.</p> <p>Targets are always set specifically to the child's needs. They are SMART, which allows them to be Specific, measurable, assignable, realistic and time related.</p>	
<p>7. How will you help me support my child's learning?</p> <ul style="list-style-type: none"> • How is regular contact maintained about things that have happened in school (such as home/school book)? 	<p>Staff are available before and after school, offering opportunities for informal chats and the chance to arrange more formal meetings if needed.</p>	

<ul style="list-style-type: none"> • What opportunities are offered to parents to enable them to help support their child/young person out of school? • Do you offer any training or learning events? • How are parents involved in planning any support offered in or out of school? • How will you involve me in planning of any provision? 	<p>When we meet with you to review your child's progress we will discuss ways you can support your child at home.</p> <p>The SENCo is happy to discuss any home support recommendations made by outside agencies e.g. Speech and Language Therapy programmes, support programmes from the Merton Language and Learning Support Team.</p> <p>The school will organise individual, group and whole school workshops a round a range of curriculum and pastoral areas. Currently the school offers ESOL and ICT courses for parents. This offer will be expanded to link with parent's identified needs and the school improvement plan.</p>	
<p>8. What support will there be for my child's overall wellbeing? How will my child's personal or medical needs be met?</p> <ul style="list-style-type: none"> • What is the pastoral, medical and social support available for child/young person with SEN? • What support is available to improve attendance, support behaviour and avoid exclusions? • How does the school manage the administration of medicines or personal care? Is a care plan developed for these specific needs? Is training provided for staff? • What is the approach to bullying, safeguarding and promoting positive mental health? • How you involve other bodies in your provision especially health, social care and the voluntary sector 	<p>The school offers a wide variety of pastoral support for pupils. This includes:</p> <ul style="list-style-type: none"> • Nurture group, Personal, Social and Emotional Development and SEAL (Social and Emotional Aspects of Learning) sessions • Circle time • Members of staff readily available for pupils who wish to discuss concerns and issues. • Drop-in TAMHS consultations available. <p>The school tracks and identifies families with attendance issues. There is liaison between the parents and the school and the EWO service is used.</p> <p>The school has a policy for the administration of medicines and writes up plans for specific needs.</p> <p>The school has a behaviour policy and the children are supported additionally through the provision listed above</p> <p>The school works with the relevant health care, social care sector and they take assemblies as well as enriching the curriculum.</p>	
<p>9. How will my child be able to contribute their views on how things are going?</p>	<p>If your child has a Education, Health and Care Plan they will be invited to share their views at the annual review meeting. This may involve them attending part of</p>	

<ul style="list-style-type: none"> • How can the pupil voice be heard and child/young person enabled to contribute their thoughts and ideas? • How will the school support my child/young person to do this? • Pastoral support, listening to the views of pupils and measures to prevent bullying 	<p>the meeting or working with a member of staff to record their ideas prior to the meeting.</p> <p>The school has a school council and is developing pupil voice. Information will be added as it becomes available.</p> <p>during the various interventions pupils are able to put forward views. They are able to speak to an identified member of staff with regard to talk about bullying and friendship issues. This is then followed up in a variety of ways to meet the needs of the child/ren concerned and the nature of the issue. Children know they can also tell staff about concerns with regard to child protection issues and these are then dealt with by the school's Designated Child Protection Officer.</p>	
<p>10. What specialist services and expertise are available at or accessed by the school?</p> <ul style="list-style-type: none"> • Are there any specialist staff at the school and what are their qualifications? • What other services can be accessed including those provided by LA teams, Health, therapies and social care? • These services can be listed or the link provided to the wider Local Offer which will describe all services and how they are accessed. • Arrangements for handling complaints 	<p>We liaise with a number of outside agencies in order to support pupils' well-being and learning. These include:</p> <ul style="list-style-type: none"> Educational Psychology Service Learning and Language Support Team Virtual Behaviour Team (VBS) Child and Adolescent Mental Health Service (CAMHS) Merton Autistic Outreach Service (MAOS) Sutton and Merton Speech and Language Occupational Therapy Service School Nursing Team Social Services MASH team in Merton <p>If a child lives in another authority the school will liaise with the relevant professionals.</p> <p>We have access to a specialist nurse works at Park Community School. Offering a consultation service for parents who have concerns about their child's behaviour or well-being. She also offers drop-in sessions. This support is offered as part of the Targeted Mental Health Service (TAMHS).</p> <p>Parents/carers are asked to follow the following steps:</p> <ul style="list-style-type: none"> Meet with the class teacher and or the Senco. Then if not resolved meet with the Inclusion Leader. Should these steps not work: 	

	<p>Meet the headteacher Contact the Chair of Governors.</p>	
<p>11. What training have the staff supporting children with SEN had or are having?</p> <ul style="list-style-type: none"> • Set out the general and specific training provided to all staff including disability awareness training. • Include all teaching and non- teaching staff • Set out the qualifications and experiences needed by key staff with overall responsibilities. • Set out future or planned training. 	<p>All staff at Park Community School have had basic SEN and disability awareness training and focussed support and training for managing the needs of children with Speech and Language difficulties and for those on the Autistic Spectrum.</p>	

<p>12. How will my child be included in activities outside the classroom including school trips?</p> <ul style="list-style-type: none"> • How are parent carers involved in planning school trips? • Who completes risk assessments and how are they signed off? • How all activities are made as inclusive as possible? • Will my child/young person be able to access all activities and who will help them if necessary? 	<p>Activities and trips are available to all pupils.</p> <p>Wherever possible teachers make pre-trip visits and a risk assessment is completed for each activity taking place outside of school. They are checked by the Executive Principal then signed by her.</p> <p>Where there are safety or access concerns for a particular child staff and parents/ carers are consulted to ensure the pupil's needs are met.</p>	
<p>13. How accessible is the school environment?</p> <ul style="list-style-type: none"> • Is the building fully wheelchair compliant? • Are their appropriate disabled facilities? • How does the school communicate with families where English is not the first language • How would required improvements to the auditory or visual environment be made? • How will any specialist equipment which is needed be acquired? 	<p>We value and respect diversity at Park Community School and do our very best to meet the needs of all our learners.</p> <p>The school is a neo-storey building. We have ramps to enable full access for wheelchair users. Our school has disabled toilet facilities.</p> <p>We ensure we are aware of the languages spoken by our pupils and their families and, where needed, arrange for translators to attend meetings. Emails can be translated in different languages. We have a staff member who is able to communicate with parents in Urdu and Hindi.</p> <p>An audit would be required to access this on a need by need basis then arrangements set up to enable the correct founding and provision is made available.</p>	
<p>14. How will the school prepare and support my child when joining Park Community School, transferring to a new school or planning for the next stage of their education?</p> <ul style="list-style-type: none"> • Describe how you as a school plan for transitions at any age or stage. • What information is provided to the receiving school and what do you receive? • How do you support the child/young person and the family in planning, preparation and moving on? 	<p><u>Children joining our school in Reception</u></p> <p>Parents/Carers will be invited to a meeting where they are able to find out how the class operates and ask questions about their own child.</p> <p>If a child has specific additional needs the staff will make individual times to meet with the parents.</p> <p>If the child has a specific medical or needs plan this will be discussed with parents and the relevant professional.</p>	

<ul style="list-style-type: none"> • What preparation will there be for both the child/young person and the setting before the child/young person joins? 	<p>Where appropriate Reception staff and SENCo will liaise with outside agencies already involved with your child e.g. Speech and Language Therapist, Early Years Inclusion Team</p> <p>Parent Liaison Officer supports parents and pupils with transition to YR. She also ensures any pastoral support</p> <p>Children will begin part time in the reception class and the move to full time will be discussed with each parent/carer.</p>	
<p>15. How are the school's resources allocated and matched to children's special educational needs?</p> <ul style="list-style-type: none"> • How are the SEN budget and any other resources the school receives, such as Pupil Premium, allocated, monitored and evaluated? • What happens if the funding is not adequate to meet the child/young person's needs? • How can we be sure decisions are made based on need not on available resources? 	<p>The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.</p> <p>If a child has additional needs which cannot be met without additional funding then we will work with the parents to make an application for a Statement of Special Educational Needs/ Education, Health and Care Plan.</p>	
<p>16. How is the decision made about what type and how much support my child will receive? How will I be involved?</p> <ul style="list-style-type: none"> • Describe the decision making process and how the parent/carer can be involved • Who will make the decisions and on what basis? • Is the provision map shared with parents? • How does the school judge whether the support has had an impact? 	<p>We will identify the most appropriate support to match your child's needs. This will be through consultation with staff and parents/carers, use of assessment data and advice from outside agencies if appropriate.</p> <p>Any support given will be monitored closely to assess its impact. Parents/ carers will be informed of outcomes of interventions through IEP reviews.</p>	
<p>17. How will I be involved in discussions about and planning for my child's education?</p> <p>Describe how parents generally are involved in decision making about aspects of their child/young person's provision and any specific involvement offered for pupils with SEND.</p>	<p>Parents evenings/ discussions with teacher/ discussions re. outside agencies etc</p> <p>If your child has an IEP/ support plan you will have the opportunity to discuss this at a termly meeting with the class teacher.</p>	

	In addition, if your child has a Statement or Education, Health and Care plan you will have the opportunity to discuss your child's provision and support at an annual review meeting.	
<p>18. How can I be involved in the school more generally?</p> <p>Describe how all parents can be involved in the work of the school.</p>	<p>Parents can join the Park PTFA, who are involved in planning and organising events to raise funds for the school. Meeting with the parent governors of the school.</p>	
<p>19. Who can I contact for further information?</p> <p>Set out who to contact and the best way to do that.</p> <ul style="list-style-type: none"> Who would be the first point of contact to discuss my child/young person? To whom can I talk if I am worried? 	<p>In the first instance parents/ carers are encouraged to talk to their child's class teacher and the Senco.</p> <p>If you wish to speak to a member of the Senior Leadership Team (SLT) they can be contacted via the school office.</p>	
<p>20. What should I do if I am considering whether this is the right school for my child/young person?</p> <ul style="list-style-type: none"> Contact details at the school. How to access the school's complaint procedures if necessary. How to access Local Authority or independent advice and support if necessary 	<p>Please contact our office team to arrange an appointment to visit our school: Telephone: 020 8542 3365 Email: enquiries@parkcommunityschool.com If you need advice on choosing a school for a child with SEN, Merton Parent Partnership Team can offer support: Telephone: 0208 543 8854 Email: chris.wilson@merton.gov.uk</p>	