



SOUTHWATER JUNIOR ACADEMY LOCAL OFFER FOR SEND 2018-2019

Questions from the parent/carer's point of view:	Responses from the school:
<p>1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs? <i>How do you identify children with special educational needs?</i> <i>How will I be able to raise any concerns I may have?</i></p>	<ul style="list-style-type: none"> • Rigorous on-going monitoring and regular assessments that track individual pupil progress and identifies next steps • Observations and assessments carried out by relevant staff at the school and external agencies where required • Additional assessment carried out by the SENCo, e.g. reading and comprehension assessment (YARC), maths assessment (SENT), dyslexia screen (DST-J Harcourt) • Close communication between the school/feeder school/parents and outside agencies • Good communication between parents and school staff • Parents should speak to the class teacher about concerns, in the first instance
<p>2. How will early years staff at the school support my child? <i>Who will oversee and plan the education programme and who will be working with my child and how often?</i> <i>What will be their roles?</i> <i>Who will explain this to me?</i> <i>How are the school governors involved and what are their responsibilities?</i> <i>How does the school know how effective its arrangements/provision are for children with special educational needs?</i></p>	<ul style="list-style-type: none"> • N/A
<p>3. How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Following on-going monitoring and regular assessments,

<p><i>What are the school's approaches to differentiation? How will that help my child?</i></p>	<p>learning is appropriately differentiated</p> <ul style="list-style-type: none"> • Regular meetings to review children's progress ensure that the individual needs of all children are met
<p>4. How will I know how my child is doing and how will you help me to support my child's learning? <i>In addition to the normal reporting arrangements what opportunities will there be for me to discuss my child's progress with the staff? How does the school know how well my child is doing? How will I know what progress my child should be making? What opportunities will there be for regular contact about things that have happened at school? How will you explain to me how my child's learning is planned and how I can help support this outside of the school? How and when will I be involved in planning my child's education? Do you offer any parent training or learning events?</i></p>	<ul style="list-style-type: none"> • Regular meetings set up between parent/class teacher and Inclusion leader/SENCO • Termly review of Individual Learning Plans • An open door policy where parents can discuss progress/issues/concerns with the class teacher, SENCO and other staff • A range of communication links which may include home/school contact book, class and school newsletters • Classroom visits, class assemblies and open days are arranged for parents to attend • Parent consultation evenings, and half-yearly and annual written reports • A range of information is provided to support parents in helping their children learn, e.g. topic webs, information on the school website, termly Year Group Curriculum Meetings • Parent information evenings and Class Visits enable parents to become more directly involved in their children's learning • Parents co-produce termly Individual Learning Plans with the SENCO
<p>5. What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Staff members trained in first aid • A qualified Learning Mentor, trained in various areas of

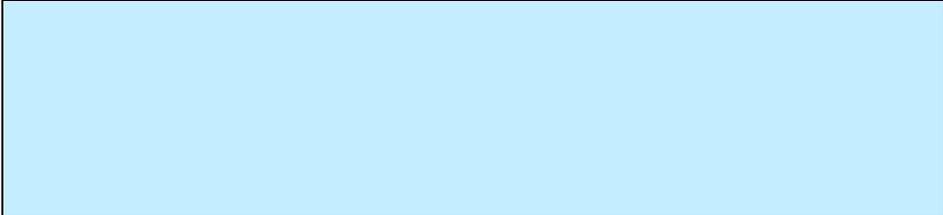
<p><i>What is the pastoral, medical and social support available in the school for children with SEND?</i></p> <p><i>How does the school manage the administration of medicines and providing personal care?</i></p> <p><i>What support is there for behaviour, avoiding exclusions and increasing attendance?</i></p> <p><i>How will my child be able to contribute his or her own views?</i></p> <p><i>How will the school support my child to do this?</i></p>	<p>need</p> <ul style="list-style-type: none"> • Experienced Inclusion Leader/SENCo who has completed appropriate training • School has well established policies and practices in relation to managing behaviour, dealing with bullying etc • A Family Support and Intervention Worker, offers support and guidance for families. • External support from outside agencies such as Early Help, the Family Support Network, School Nursing and the Southwater Youth Worker • The school office organises the management of administration of medicines and providing personal care • The Leadership Team provide support for children with challenging behaviour • Attendance is monitored closely • Children’s views are sought and included in the decision making process, in building Individual Learning Plans and in meetings as appropriate • Children’s views can also be shared via the School Council and through pupil questionnaires
<p>6. What specialist services and expertise are available at or accessed by the school?</p> <p><i>Are there specialist staff working at the school and what are their qualifications?</i></p> <p><i>What other services does the school access including health, therapy and social care services?</i></p>	<ul style="list-style-type: none"> • The school works collaboratively with other schools in the West Horsham Network • Some of our staff are trained in specialist areas to support special educational needs • When a specific need is identified and it is felt specialist services and expertise are required, the Academy may make a referral for additional advice and support from

	external services
<p>7. What training have the staff supporting children with SEND had or are currently having? <i>What are the current qualifications?</i> <i>What training is planned for the future?</i> <i>What is the level of disability awareness amongst the staff?</i></p>	<ul style="list-style-type: none"> • The Academy has an experienced Inclusion Leader/SENCo who has completed appropriate training, The National Award for SEN Coordination • Staff are trained in the delivery of a variety of interventions to meet a wide range of needs, e.g. Dyslexia, Narrative Therapy, Speech and Language • Future staff training may be based on the needs of individual children
<p>8. How will my child be included in activities outside the classroom including school trips? <i>Will my child be able to access all of the activities of the school and how will you assist him or her to do so?</i> <i>How do you involve parents in planning activities and trips?</i></p>	<ul style="list-style-type: none"> • All off-site visits require parental permission and full risk assessments are carried out • All risk assessments are overseen by the Educational Visits Co-ordinator and approved by the Headteacher • All residential visits are also approved by the Governors and sent to the Local Authority for approval • Parents are informed of all off-site and outdoor learning events and their views are actively sought • Visits are carefully planned to ensure inclusion of all children, where possible • Medical support for children with SEND is provided, as appropriate and where possible • Parents may, on occasion, be invited to attend off-site activities
<p>9. How accessible is the school environment? <i>Is the building fully wheelchair accessible?</i> <i>Have there been improvements in the auditory and visual environment?</i></p>	<ul style="list-style-type: none"> • Accessible toilet • Most areas of the school are accessible for wheelchair users • Parents whose first language is not English, will be

<p><i>Are there disabled changing and toilet facilities?</i> <i>How does the school communicate with parents whose first language is not English?</i> <i>How will equipment and facilities needed to support children with SEND be secured?</i></p>	<p>encouraged to bring a friend or relative as an interpreter into school. If this is not possible, the Academy will investigate support from a member of staff, parent or an outside agency.</p> <ul style="list-style-type: none"> • The acquisition of specialist equipment and facilities will be negotiated with the Local Authority, as an Academy
<p>10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life? <i>What preparation will there be for both the school and my child before he or she joins the school?</i> <i>How will my child be prepared to move on to the next stage?</i> <i>What information will be provided to his or her new school?</i> <i>How will you support a new school to prepare for my child?</i></p>	<ul style="list-style-type: none"> • Liaison meetings or other communications are held between the school and parents, staff from the previous educational setting or secondary school and, if appropriate, outside agencies • Visits to the school are arranged for parents and new pupils • Carefully planned transition is organised between year groups and between key stages • Additional visits to new school for SEND or vulnerable pupils may be arranged as appropriate • Transition meetings or other communications held between Inclusion leader/SENCo, current class teacher and staff at new school
<p>11. How are the school's resources allocated and matched to children's special educational needs? <i>How is the school's special educational needs budget allocated?</i></p>	<ul style="list-style-type: none"> • Resources, including additional staff, are allocated, budget dependent, in accordance with the specific needs of children at the school at any given time
<p>12. How is the decision made about what type and how much</p>	<ul style="list-style-type: none"> • The results of rigorous on-going monitoring and regular

<p>support my child will receive? <i>Describe the decision making process.</i> <i>Who will make the decision and on what basis?</i> <i>Who else will be involved?</i> <i>How will parents be involved?</i> <i>How does the school judge whether the support has had an impact?</i></p>	<p>assessments as well as observations and assessments carried out by specialist staff and outside agencies will be carefully scrutinised by the class teacher and Inclusion leader/SENCo.</p> <ul style="list-style-type: none"> • Parents of children on SEN Support or EHCP come into school at the beginning of each term to meet with the SENCo and share ideas to co-produce the child's Individual Learning Plan for the term. The child attends part of the meeting too, where appropriate. • The class teacher and Inclusion leader/SENCo will then make the decision about what type and how much support a child should receive. A variety of interventions are led by Learning Support Assistants. • The impact of that support will be monitored through careful evaluation of any SEND interventions and the continued monitoring and assessment of each individual child.
<p>13. How are parents involved in the school? How can I be involved? <i>What is the school's approach to involving parents in decision making and day to day school life including for my own child?</i></p>	<ul style="list-style-type: none"> • Decisions about the day to day organisation and management of the school are made by the Headteacher in consultation with senior staff, governors and parents through the channels made available. • Parental surveys are carried out annually and parents are encouraged to make use of the Ofsted Parentview website. • In specific cases the views of individual parents or groups of parents may also be sought. • Parents are actively encouraged to make use of our

	<p>'Open Door' policy.</p> <ul style="list-style-type: none"> • Parents are encouraged to keep up to date with school events by checking the school website which includes a comprehensive calendar of events to which parents are invited. • All parents automatically become members of the Parent Teacher and Friends Association and are encouraged to support the committee and become involved in fundraising and social events. • Parent volunteers are actively encouraged. A DBS will be required.
<p>14. Who can I contact for further information? <i>Who would be my first point of contact if I want to discuss something about my child?</i> <i>Who else has a role in my child's education?</i> <i>Who can I talk to if I am worried?</i> <i>Who should I contact if I am considering whether my child should join this school?</i> <i>Who is the SEN Co-Ordinator/Inclusion Leader and how can I contact them?</i> <i>What other support services are there who might help me and provide me with information and advice?</i> <i>Where can I find the local authority's Local Offer?</i></p>	<ul style="list-style-type: none"> • A parent's first point of contact would normally be the class teacher or SENCo. • Any serious concerns should be raised with either the Inclusion leader/SENCo, the Headteacher or other member of the Senior Leadership Team. • The Inclusion leader/SENCo, Learning Mentor and other specialist staff, including class Learning Support Assistants, can also be contacted. • When considering a place at this school, prospective parents are asked to visit the school to meet with the Headteacher and, if appropriate, the Inclusion leader/SENCo. • The school website also contains useful information. • The West Sussex SEND Information, Advice and Support Service, provides impartial information, advice and support to parents and carers of children who have



special educational needs and/or disabilities. The contact number is: 03302 228 555.

- The local authority's Local Offer can be found on the West Sussex Local Authority website.

The Inclusion Leader/SENCo meets regularly with the other Inclusion Leaders and SENCos in the West Horsham Network of schools. Together they are updated on SEND initiatives, resources and training. Colleagues share concerns and experiences, support one another and offer advice. Outside agencies are invited to provide training.