

## Manorside Academy's Local Offer



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1	How do you know if children need extra help and what should I do if I think my child may have SEND?	<p>Class teachers continually monitor children's learning in the classroom by questioning. Learning is also monitored by marking classwork and independent work.</p> <p>Data is analysed at least half termly to identify children not making expected progress.</p> <p>We also have a 'Behaviours for Learning' policy which we use to identify emotional or behaviour needs.</p> <p>If your child is not showing understanding, the class teacher will talk to you and also the SEND coordinator or Inclusion Lead.</p> <p>The next steps to meet those needs are discussed at a meeting with you, the class teacher and Inclusion Lead. With your agreement, we will put into place strategies or assessments to meet your child's needs in school.</p> <p>It may be that your child's needs can be met in school either by Quality First Teaching, extra support from the Inclusion Lead or a Teaching Assistant either in the classroom or in focus groups.</p> <p>If we are unable to meet your child's needs using school resources then we work closely with professional services.</p> <p>The Inclusion Lead will make a referral to the service it has been agreed will be the best to offer recommendations in supporting your child. Once the assessment has taken place, a Team Around the Child meeting takes place with you (and if appropriate your child), the professional who has made the assessment, the Inclusion Lead and class teacher. The professional shares the assessments made and their recommendations on how it may be possible to meet your child's needs. These recommendations will be put in place by the class teacher, Inclusion Lead and possibly a Teaching Assistant.</p> <p>If you think your child may have SEND you will be able to discuss your concerns with your child's class teacher. As well as parent consultation appointments three times a year, the class teacher is available at the end of each school day. You can also telephone the school and the class teacher will call you back.</p> <p>You can call in to the office reception after dropping your child at school or collecting them. The Inclusion Team (Inclusion Lead, Pastoral Support Worker and Attendance Officer) are available for</p>
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		<p>you to drop in without an appointment. You can also telephone to speak to the Inclusion Team or to make an appointment to discuss your concerns.</p> <p>You may want to discuss your concerns with your doctor instead of us or share your concerns with both your doctor and us.</p>
2	How will your staff support my child?	<p>Any support your child may receive will have been decided at a meeting with yourself and the Inclusion Lead or class teacher.</p> <p>The class teacher has overall responsibility for teaching your child with the support of the Inclusion Lead and Teaching Assistants.</p> <p>The Inclusion Lead monitors all classes making sure that the children's needs in the class are being met. This may not just be strategies or resources but also seating plans, understanding and comprehension. The Inclusion Lead shares information from spending time in the classes with the teacher and if there are any adaptations needed to the curriculum.</p> <p>The Inclusion Lead may spend time 1:1 with your child working on a need that has been identified. Information from these sessions is shared with class teachers.</p> <p>Your child may join a focus group. A focus group is a small group of children who need extra support with their learning. A focus group can take place in class and be led by the class teacher or a Teaching Assistant. The Teaching Assistant will have a specialist skill for that focus group, for example, extra phonic support or Maths. The Inclusion Lead monitors the focus groups.</p> <p>Your child may have had block therapy from a Speech &amp; Language Therapist in school. The Inclusion Lead and Teaching Assistant will have attended these sessions and the Teaching Assistant will carry on the programme once the block of therapy has ended with the Inclusion Lead monitoring the overall effect and sharing with the class teacher.</p> <p>If your child has a physiotherapy programme, a Teaching Assistant may also support the exercises you are doing at home in school.</p> <p>Class teachers assess children six times a year. The Inclusion Lead accesses these assessments</p>

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		<p>which will show if your child has made progress.</p> <p>Children with SEND usually have the same target other children: 100% of children to make 3 Tracking Points of progress and end the year as 'High', <b>or</b> to make 4 Tracking Points of progress for the academic year.</p> <p>The governor responsible for SEND is Steve Welch, who meets at least once a term with the Inclusion Lead for a 'Support and Challenge' meeting. At this meeting, they assess the impact of interventions and look carefully at the data.</p>
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Your child has targets set by the class teacher for Literacy and Numeracy. These targets are set at your child's level and tasks are differentiated by the class teacher for your child to work towards these targets. The class teacher, Teaching Assistant or Inclusion Lead will have a conversation with your child to agree the target.</p> <p>Once the targets are reached, a new target is set.</p> <p>The target set on your child's provision plan may not be the same as the one for Literacy and Numeracy. Depending on your child's specific need this may be a target related to behaviour, emotions or social skills.</p>
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>You can discuss your child's learning with your child's class teacher at the end of the school day. You can also talk to the Inclusion Lead at the beginning and end of each day. You can also telephone the school and the class teacher will call you back.</p> <p>Children are assessed continually by class teachers and teachers have the responsibility of sharing how your child is making progress with their learning six times a year at a meeting with the Vice Principal leading on Data. Six times a year, assessments are recorded and looked at very closely. The Inclusion Lead also looks at the assessment data very closely to see if your child is making the progress they should.</p> <p>Regular Team Around the Child meetings take place for children with identified needs where strategies, planning and progress is discussed. You will be involved in all aspects of your child's</p>

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		<p>education at these meetings.</p> <p>Children in Year 3 have a reading record and Years 4, 5 and 6 a school diary. There is a place in the diary where comments can be made.</p> <p>If appropriate, home/school books are used to work together in supporting your child's needs.</p> <p>Provision Plans are reviewed every half term and discussed with you. You will know your child's target and be able to work on the same targets at home. You will also be able to see the impact of the strategies used.</p>
5	<p>What support will there be for my child's/young person's overall wellbeing?</p>	<p>We have a dedicated Pastoral Support Worker who works closely with our children and parents. We have an Emotional Literacy Support Assistant who takes pastoral groups for groups such as self-confidence, anxiety, fear, anger and social skills.</p> <p>The Inclusion Lead and School Attendance Worker work closely together by monitoring attendance, meeting with parents/children and visiting families at their home.</p> <p>Children can talk to any members of staff if they have concerns. The Pastoral Support Worker and the Inclusion Lead are on duty every break and lunch time. Also, all the Teaching Assistants are on duty too and children feel safe sharing their concerns with them.</p> <p>In the playground we have 'Buddy Benches' which are for children who may find friendships difficult. We also have buddies and prefects on duty at break times.</p> <p>Children with a medical need or are unable to go to the playground for any reason can spend break/lunchtime in the Pastoral Room with adult supervision.</p> <p>The school council are voted by their peers and are able to discuss any anxieties children may have.</p> <p>We have a Lead First Aider plus trained staff to cover First Aid duties. Three First Aiders are trained to administer medicines such as epipen/insulin. We also work closely with the School Nurse in setting up and maintaining health care plans.</p> <p>When we recruit staff, as well as an interview, candidates spend time either teaching or supporting in</p>

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		<p>the classroom and Teaching Assistants are observed in the playground during break/lunch. They are observed by members of the Senior Leadership Team who are looking for lots of skills including how they support children's anxieties and worries.</p>
6	<p>What specialist services and expertise are available at or accessed by your setting?</p>	<p>We are a part of the Ambitions Academies Trust and have access to specialist behavioural trained staff.</p> <p>There are also a range of local specialist services that we access, for example:</p> <p>The Learning Support Service offers us assessments for either Literacy or Numeracy and recommends strategies that we can use in the classroom and also programmes that will work well.</p> <p>The Educational Psychologist is experienced with the knowledge of specific difficulties (for example dyslexia or autism) and is able to help by suggesting teaching and learning strategies.</p> <p>We support programmes provided by the Children's and Adolescence Mental Health Service.</p> <p>The Speech and Language Therapy Service works with children in clinic and also at school. The report of assessments is used to put into place the recommendations for teaching strategies, resources and specific words/sounds a child may need.</p> <p>We have a School Nurse who offers a fortnightly drop in. We also work closely with her for any concerns.</p> <p>The Hearing Support Service offers us support for our children who have hearing impairments.</p> <p>We access the support of the Community Paediatrician based at Parkstone Health Centre and also the Consultant Paediatrician at Poole Hospital.</p> <p>For physical needs we work with Children's Therapy Services which may include programmes from the Occupational Therapist.</p> <p>The Inclusion Team works closely with staff from Children's Social Care, attending meetings and putting into place any recommendations.</p>

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7	What training do staff supporting children with SEND have?	<p>Whole school training will include:</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder delivered by the Educational Psychologist Service</li> <li>• Hearing Impairment delivered by the Hearing Support Service</li> <li>• Attachment Disorder (theory and teaching practice) delivered by an Early Years Specialist</li> <li>• Dyslexia workshops delivered by one of the advisory teachers at the Learning Support Service</li> <li>• Sharing of strategies and differentiation within the Ambitions Academy Trust</li> </ul> <p>If a child has a need that our staff are not familiar with then class teachers and the Inclusion Lead attend training sessions from the professionals involved with the child.</p> <p>We allocate children to a class taking into account needs and the skills/training of the class teacher so that they are closely matched.</p>
8	How will my child be included in activities outside the setting including trips out?	<p>The Associate Principal/Class teacher/Inclusion Lead will talk to you about the suitability of an activity for your child.</p> <p>A risk assessment is completed by the member of staff responsible for an activity. This is then passed by to the Educational Visits Coordinator and provision is put in place to ensure inclusion of all children.</p>
9	How accessible is the setting environment?	<p>Entry to Lower School classrooms and Reception are accessible for wheelchair users.</p> <p>We have a lift for access to upper school classrooms.</p> <p>We have one disabled toilet.</p> <p>We work closely with the Occupational Therapist at Poole Hospital to ensure equipment and facilities are modified to meet children's needs.</p> <p>We have some multilingual staff and children who can communicate with parents/carers and children whose first language is not English.</p>
10	How will the setting prepare and support my child moving to the next stage of education/life.	<p>We work closely with Tiddlywinks Pre-School and St Aldhelm's Academy.</p> <p>The Inclusion Lead and our Pastoral Support Worker share relevant information on a day which is</p>

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	<p>How will you increase their independence?</p>	<p>organised by the Local Authority.</p> <p>The Inclusion Lead attends the Special Educational Needs Coordinator handover day which is also organised by the Local Authority.</p> <p>If a child joins us and it isn't the start of the new school year, we work closely with the child's current school before joining us, attending meetings and inviting children to spend time with us.</p>
<p>11</p>	<p>How are the school's resources allocated and matched to children's SEND?</p>	<p>Funding/resources are allocated on an individual basis and they change yearly. Funding is used to access all services and interventions previously mentioned.</p>
<p>12</p>	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>The class teacher, Inclusion Lead and if appropriate your child, will decide the targets for the provision plan which will then set out exactly what is being provided to meet your child's needs.</p> <p>The targets are monitored by the class teacher, Associate Principal and Inclusion Lead.</p> <p>You are invited to take part in the reviews during parent consultations and also at Team Around the Child meetings.</p> <p>Reviews of the provision plan for your child take place six times a year. The class teacher meets with the Associate Principal (called Pupil Progress Meeting) to discuss how your child is achieving and making progress. The class teacher meets with the Inclusion Lead to discuss the effectiveness of the support your child is receiving and if there needs to be any changes made to the provision.</p> <p>If your child has an Education, Health and Care plan, the Inclusion Lead also meets with the 1:1 Teaching Assistant to discuss the timetable and impact of support. Reviews for children with an Education, Health and Care Plan take place annually. You will be consulted for the best time for you to attend the review. Our SEND Inclusion Officer from Bournemouth Borough Council is invited to attend the meeting. Professionals involved in supporting your child are invited to attend the meeting and if they are not available, to present a report on the progress your child is making. Your child's targets from the plan are discussed and if necessary, amendments and new targets to the plan are made.</p> <p>We have high expectations of our SEND children and we have the same targets as whole school.</p>

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13	How can I be involved?	<p>You can work at home on the targets on your child's provision plan or Educational Health Care targets.</p> <p>You can become a volunteer in school.</p> <p>You can attend workshops for phonics and Numeracy which will help you support your child's learning.</p>
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