



The Magdalen Church of England / Methodist Primary School



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SEND Local Offer

January 2024



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Under the Children and Families Bill of 2014, we are required to publish, and keep under review, information about services that we expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area".

School Name:	The Magdalen Church of England / Methodist Primary School, Wainfleet		
Type of School:	Mainstream Academy		
Accessibility:	Fully wheelchair accessible	YES	
	Auditory / Visual Enhancements	NO	
	Other Adaptations:	YES	
Core Offer:	Are you currently able to deliver your core offer consistently across all areas of your school? YES		
Policies:	Are the policies available on its website for:	SEN	YES
		Safeguarding	YES
		Behaviour	YES
		Equality & Diversity	YES
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		YES
Range of Provision:	Areas of Strength: Speech, language and communication provision, support for children on the autistic spectrum, support for children with behavioural and social difficulties, support for children with specific learning difficulties. Specialist Facilities/Equipment to support SEND: Disabled toilets, hoist, changing table Input from Therapists/Advisory Teachers/other specialist support services: We have access to a speech and language therapist and specialist teachers via the local authority. Breakfast and After School Club support: Both are available (subject to spaces and payment of a fee)		
Inclusion:	How do you promote inclusion within the school? Including day and residential trips? Lessons are as inclusive as possible, with adjustments made depending on need. Children with disabilities are included on all school visits and residential. We also provide a tailored curriculum for SEN children.		
	What proportion of children currently at the school have a SEND? 24.86% (January 2024)		

Parent Support Involvement / Liason:	<p>How do you involve/support the parents of children with a SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p>Children with an SEND work closely with the SENCo, Family Support Officer and outside agencies. SEND information/ Support Plans are completed and sent home and home/school contact books are in place where needed. We hold parents evenings in terms 1 and 4 each year, then provide a written report in term 6. We also hold regular review meetings.</p>
	<p>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</p> <p>We have carefully planned and structured transition programmes between key stages and between schools.</p>
Completed By:	<p>M. Page: Headteacher K. Dzierzynski SENCO January 2024</p>

The Magdalen Primary School

SEN and Local Offer

Special Educational Needs

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. The new approach began in September 2014 and placed pupils at the centre of planning.

The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) have replaced statements of special educational needs. New assessments for additional educational needs follow the EHC guidelines from September 2014.
3. School Action and School Action Plus have ceased and have been replaced by a single school-based category for children who need extra specialist support.

The Magdalen Primary School, Wainfleet has adopted these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education.

Local Offer

Here is The Magdalen Primary School's Local Offer for children with Special Educational Needs and Disability:

The Magdalen School will uphold children's right to education and recognise the diverse educational needs within its communities. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some children need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and, where necessary, seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

At the Magdalen Primary School our local offer is:

INTERVENTION
<p><i>How we support children to access the curriculum</i></p> <ul style="list-style-type: none"> • Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs. • The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently. • Each class has a teacher and a teaching assistant. If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there will be additional teaching assistance so that specialised support is available. • Classes are well resourced and for children with additional needs, specialised equipment such as writing slopes, different coloured paper and different pens as well as scribes will be available or additional aids can be arranged. • We will ensure that all staff know and understand the needs of all pupils. • All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.
<p><i>We support English and maths</i></p> <p>Strategies and interventions are in place to support English and maths. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum.</p> <p>For children with specific learning needs, we employ a specialist teacher to assess, and help us to plan specific programmes of work to improve their attainment. We incorporate these into individual plans of work for the children and track support in order to assess the effectiveness of support. Activities could include: pre-teaching in small groups, visual support, equipment, writing frames, Numicon, Tier Phonics program, focused phonics groups, teaching spellings by linking visual patterns and sound patterns, using mind-mapping. We also try to provide children with the tools to be able to complete a task, such as pencil grips, coloured overlays, use of ICT and write from the start to support handwriting skills, precision teaching.</p>
<p><i>We support speech and language development</i></p> <p>Teachers make sure their classes have lots of language support and activities. Many of our staff are trained to provide specific interventions such as First Call, WellComm, spring board, scripted play and phonics. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties.</p>

We promote positive behaviour

The “Good Relationships Policy” describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about the rights and responsibilities of everyone in the class. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task and focus on learning. In the playground, staff will involve targeted children in specific activities. Some children who find good behaviour a challenge may need additional help such as collecting house points or stickers which lead to personalised in-school rewards.

Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again. For some children we use ‘social stories’ or comic strips to help their understanding. We have invested in ELSA (Emotional Literacy Support Assistant) training to provide targeted support for children who find social situations difficult.

We support children’s emotional well being

Emotional well-being is supported by making sure that children who find “change” difficult are well prepared for any changes or transitions. When they are about to change class, they are helped with this by participating in change over days and transition mornings. To promote positive friendships, we may use ‘circle time’ involving the whole class.

We support children’s physical needs

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups.

The Magdalen School is a very modern building all of the learning spaces are on one level so are accessible to all. It has some adaptations such as ramps and toilets with disabled access.

We support children’s medical needs

The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health and Care plans for children. In school we have a medical area for use by children and adults who are hurt or unwell. We use information from clinical reports to adapt our approach with individual children and complete necessary paperwork/ reports to inform medical professionals. Medicines are stored safely and securely in the school office. There are a team of staff who are first aid trained, we are able to administer medicines to children as directed by parents/ carers.

We support children during unstructured parts of the day

Lunch and playtimes are staffed to ensure safe adult:child ratios. There is a range of equipment available and different activities are led by staff and a children’s team of buddies. Specific interventions for children with additional needs include having; a named

member of staff for support, being guided to specific areas or activities, being able to access the indoor games club.

We work in partnership with parents and carers

Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs

We monitor children's progress

We have a system to track and monitor all children's progress using an electronic database and progress tracker. Through day-to-day teaching and learning, children are continually assessed, and teachers' planning responds to this. For particular children more in-depth assessments may be required. Some of these can be carried out by our Inclusion Coordinator and sometimes we ask external agencies to carry these out. (This is particularly in the case for applying for or an Education, Health and Care Plan).

Below are The Magdalen Primary School's responses to a range of questions that you might have:

1. How does the Magdalen Primary School know if children need extra help?

- We know when pupils need help if:
- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns, then contact Mrs Page (Head teacher) or Miss Dzierozynski (SENCO)

2. How will I know how the Magdalen Primary School will support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths & English skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCO.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapist, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of the Magdalen Primary School are responsible for entrusting a named person, Mrs. Carol Acheson to monitor Safeguarding and Child protection



procedures. She is also responsible for monitoring and correct administration of the Disclosure and Barring service and the school's Single Central record.

- In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

3. How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given a Learning Plan. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times per year. Learning Plans will be discussed with parents at Parents' Evenings and a copy given to them.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- Mrs Page and Miss Dzierzynski may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, Parent Support Officer and SENCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- Support is available for those who find lunchtimes a challenge.

Pupils with medical needs:

- If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse, where possible, and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have basic first aid training.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Working Together Team
- Specialist Teaching Team
- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- SEST (Sensory Education Support Team) to support pupils with hearing/visual impairment
- Behaviour Outreach Support Service
- Inclusion Team
- Social Services
- Skegness and Boston Hospital (Paediatricians)
- School Nurse

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the ISR (In School Review). The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

7. What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- How to support pupils with dyslexia and dyscalculia.

8. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- 2 toilets adapted for disabled users.
- wide doors in some parts of the building.

10. How will the school prepare an child when joining the Magdalen Primary School or transferring to



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Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a Transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Page and Miss Dzierzynski are always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Page and Miss Dzierzynski liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Page and Miss Dzierzynski, the secondary school SENCO, the parents/carers and where appropriate the pupil.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

12. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Mrs Page, Miss Dzierzynski or other professionals
- parents are encouraged to comment on their child's Learning Plan with possible suggestions that could be incorporated.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO or Head teacher