The Local Offer for Middlethorpe Primary Academy

Questions referenced to the SEN (Information) Regulations (Clause 65)	
DECISIONS ABOUT WHETHER A STUDENT HAS SEN	
How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?	*Middlethorpe Primary Academy identifies children with special educational needs when they are not making progress despite the support / interventions being given.* *If parents are concerned they may discuss their child with school staff. Opportunities to speak to their class teacher occur at regular parents meetings. There is also the opportunity for parents to speak directly with the SENCO.* *The school regularly screens children and may ask for further assessment but this will depend on the degree of discrepancy between the formal assessment and the teacher assessment.* *Support provided to children will very much depend on the child's individual circumstances but the Academy will try not to impinge on Numeracy and Literacy lessons. The level of support will vary depending on need,* *There is always the opportunity for parents to discuss with staff the individual plan of action proposed.*
How is the decision made about how much individual support pupils will receive?	*Support provided to the children will very much depend on the child's individual circumstances but the Academy will seek not to impinge on Literacy and Numeracy lessons. Initially the level of support provided would be one session per week for a six week period.* *There is always the opportunity for parents to discuss with staff the individual plan of action proposed.*

	Decisions are made jointly involving both teaching staff and the SENCO. *Other agency involvement depends on the individual needs.*
SUPPORT FOR LEARNING AND WELL-BEING	
How does the school support pupils with special educational needs	*Middlethorpe Academy oversees and plans educational programmes for children with SEND. Children not making progress are reviewed on a termly basis.* *Support is provided for children with SEND by the class teacher and teaching assistants, medically trained staff and the school nurse.* *Information is communicated to parents through a variety of processes including telephone, in writing and in person.* *The SEND governor is actively involved in the provision of support for children.*
What mechanisms are in place for supporting pupils' overall wellbeing?	*The pastoral, medical and social support systems available for children with SEND are overseen by Miss Sue Storr.* *All teaching assistants have basic first aid training and one of our HLTAs has had more in depth training.* *Some medication is administered by staff who follow written instructions provided and signed by the parents.* *There is a disabled toilet and shower facility.* *Support systems in place for addressing behaviour, social and emotional needs comprises of a pastoral team supported by the SENCO. Parental involvement is key.* *The views of the children are taken into account via the School Council which has a representative from each year group.*
PROGRESS, PLANNING AND KEEPING PARENTS INFORMED	
How will parents know how their child is doing?	*In addition to normal reporting arrangements opportunities are available for parents to discuss their child's progress with staff as*

	the Academy promotes an open door policy. The Academy knows how well any individual child is doing through our tracking system. Opportunities are available for regular contact between home and school via the school texting system.
How are parents involved in discussions about planning for their child's education? How are children able to contribute their views?	*Parents can be involved in planning their child's education and particularly children with EHCPs, through the annual review process.* *The Academy is supported by The Friends of Middlethorpe who organise extra-curricular activities for the children. There is also regular consultation with parents via questionnaires.* *Children's views are taken into account via questionnaires, school council, the learning council and the house captains.*
PROVISIONS, RESOURCES & SERVICES	
How is learning and development provision matched to individual pupils' needs?	*The Academy's approaches to differentiation include adapted tasks, Teaching Assistant support, adapted ways of portraying work, adaptations to the curriculum etc.* *These approaches help individual children's needs because the children feel 'included' and more confident.*
How are the school's resources allocated and matched to pupils' SEN?	*The Principal, the Business Manager and the SENCO allocate the school's SEND budget.* *Priority is given to the deployment of a high quality of Teaching Assistants.* *Ultimately the allocation of the SEND budget is the responsibility of the Principal.*
What specialist services and expertise are available at the school or accessed by the school?	*Specialist staff are employed by the Academy for specific assessments. In addition the Academy is able to access support from the Authority's SAS team. We also have access to an educational psychology team and an Autistic outreach team.*

	The Academy is able to access other specialist services including health, therapy and social care through the involvement in single assessment and Multi-Agency meetings. *The Academy also has access to CAMHS through the school nurse.*
How accessible is the school / academy environment? (n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).	*Middlethorpe Academy is a flat site and therefore is accessible to wheelchairs. Advice is taken from specialist teachers to improve the environment to benefit children with hearing impairments.* *Disabled toilet and changing facilities are available.* *Support can be accessed should the Academy have children and parents whose first language is not English.*
How are pupils included in activities outside the classroom including trips? (n.b the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips)	*All children with SEND are able to access all of the school's activities, including extra-curricular activities. Extra support is also put in place to enable children with SEND to take place in residential experiences.* *Parents are involved in planning activities and trips via consent letters and numerous opportunities to comment.*
STAFF TRAINING	
What training have the staff supporting pupils with SEN had, or what are they expected to have? (n.b under the SEN Code of Practice legislation, schools/academies Need to offer high quality professional development and training to the work force.)	*Training is planned to help differentiation for all learning needs.* *The SENCO has regular meetings to share good practice and receive any specialist training deemed appropriate.* *Local Authority training is offered on a regular basis, which in turn is passed on to all members of staff.* *There is also opportunity for staff to have training via the Enquire Learning Trust.*
TRANSITIONS	
How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?	*To help and support children leaving the Academy the Class teacher and the SENCO meets with the secondary transition coordinators. In addition, an induction day is held at each*

	secondary school. Vulnerable children are often offered bespoke packages, either individually or in small groups. *To help prepare children joining the Academy, the Foundation Stage team are in regular contact with the different pre-schools and visits are made by the Academy.*
FURTHER INFORMATION	
Who can parents contact for further information?	*The first point of contact for a parent if they want to discuss something about their child would be with their class teacher. After this it would be with the SENCO.* *If parents are unhappy they can contact the Leadership team at the Academy.* *If parents / carers are considering whether to join Middlethorpe Academy they should contact the Admissions team at the Academy.* *If parents should ever be dissatisfied they would need to write to the Headteacher.* *Outside independent support for parents is readily available from the Parent Partnership Service (SENDIASS).*