

Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they 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.

As part of the Sharmans Cross family, everyone is safe, valued and respected in a friendly, supportive and inclusive community so that they can become the best that they can be. They strive for excellence in everything they do, becoming confident, successful, independent learners for the future who value self, others and community, developing lasting skills suitable for life in the wider world.

We are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

<b>SCHOOL NAME:</b>	Sharmans Cross Junior School	
<b>TYPE OF SCHOOL:</b>	Mainstream for 7-11 Year Olds	
<b>ACCESSIBILITY:</b>	Fully wheelchair Accessible	Yes
	<b>Other Adaptations:</b>	Toilets and sinks have been adapted in all year groups
<b>CORE OFFER:</b>	Are you currently able to deliver your core offer consistently across all areas of your school?	Yes
<b>POLICIES:</b>	Are the schools policies available on its website for:	SEN
		ACCESSIBILITY PLAN
		CHILD PROTECTION
		SAFEGUARDING
		BEHAVIOUR
		EQUALITY & DIVERSITY
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes
<b>RANGE OF PROVISION:</b>	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:	
	<b>What are the school's areas of strength?</b>	
	The school has supported a huge number of children with a range of additional needs including ADHD, Autism, Dyslexia, Downs Syndrome, Diabetes, Global Delay, Cerebral Palsy, Learning Difficulties and Speech and Language Difficulties. Children are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once this occurs, we have specific needs-based plans and pupil profiles which help support their development and accelerate progress. Other useful documents such as our SEN policy are available on the school website. If you would like any further information about what we offer here at Sharmans then please do not hesitate to contact us directly. Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school. Children have opportunities to discuss any worries with our family support worker. The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated.	
	<b>What specialist facilities/equipment are available to support children with SEND?</b>	
	ICT is used to reduce barriers to learning & encourage independence where possible through programmes such as Clicker 6, Nessi Learning, Dragon Dictation & phonics play. Teaching resources & interventions are routinely evaluated to ensure they are accessible to all pupils. Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. These are assessed & evaluated on a regular basis.	
	<b>What input do you receive from Therapists/Advisory Teachers/other specialist support services?</b>	
	We have a range of therapists employed to support children within the school. Children have access to a specialist teacher from Solihull Inclusion Support Services, the ASD team work within school once a fortnight & children can be referred to & supported by occupational health, physio & speech & language teachers where needed. Support and advice is sought and implemented from local schools who have members of staff with specific skills, training & qualifications	
	<b>How are children with SEND supported in Sharmans Cross childcare?</b>	
	Please click here	
	<b>What CPD have staff had in order to meet the needs of children with SEND?</b>	
	Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement. The SENCo is currently undertaking accreditation in this role and provides advice and guidance to staff. All staff have completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going programme such as Inclusion Development Programmes to update these skills. We also have termly staff meetings which focus on inclusion with ASD masking & sports inclusion being the most recent.	
<b>INCLUSION:</b>	<b>How do you promote inclusion within school? Including day and residential trips?</b>	
	Sharmans Cross Junior School is a fully inclusive environment. All children participate in every aspect of the curriculum. Day trips & residential trips are risk assessed on an individual basis so that any barriers can be removed where possible.	
	<b>What proportion of children currently at the school have SEND?</b>	

	<p>We currently have 37 children on our SEND register.</p> <p><b>How do children with SEND perform compared to their peers?</b>  Please click <a href="#">here</a></p>
<b>PARENT SUPPORT/ INVOLVEMENT/ LIAISON:</b>	<p><b>How do you involve/support the parents of children with SEND regarding identifying and meeting their needs?</b>  Communication with parents is of paramount importance. This is done formally during review meetings and informally during our SEN coffee mornings where parents have the opportunity to have informal conversations with the SENCO &amp; other parents which helps to build good networks of support. Parents of children with SEND are allocated extra time during parents evening &amp; attend one annual review with the school SENCO. Upon request parents are welcome to attend interventions so that they can continue to support at home.</p> <p><b>How do you communicate their progress and areas of difficulty?</b>  All support staff are effectively deployed to ensure pupil progress &amp; independence. Progress is reported termly &amp; parents are given an opportunity to discuss this at parents evening or they are welcome to make an appointment with our SENCO to discuss further.</p>
<b>PUPIL VOICE:</b>	<p><b>Views of the Child</b>  Children within the school create their own goals, they have their own individual target sheet which is a child-friendly version of their IEP &amp; they can tick off their progress when they feel they have made progress. Each term they complete a target review form where they have an opportunity to look at their successes &amp; reflect upon how they feel about them.</p>
<b>TRANSITION:</b>	<p><b>How will the school prepare children with an SEND to join their next stage of education or life?</b>  Transition from Infants to juniors &amp; juniors to secondary are dealt in the same way as children moving from different year groups in the school. Teachers are given early access to IEP's &amp; allocated time to discuss these with previous class teachers. The children always have an opportunity to meet their new class teacher in the summer term. Communication between teachers &amp; support assistance is paramount to a successful transition so all staff have an opportunity to discuss children &amp; pass on any relevant information. Children with SEND are allocated an extra transition day when arriving to Sharmans &amp; are more than welcome to come on extra visits to Sharmans to ease anxieties. Where possible local secondary schools have an extra transition day for children withn SEND &amp; always welcome children on extra visits if they feel anxious. We have strong relationships with both the infant &amp; secondary schools which means that if any extra needs arise we can sort these before transition. For children with physical disbaillities we create a management plan with parents &amp; then go to look at secondary schools together with the new senco to ensure everything that is necessary is put in place.</p>
<b>OTHER INFORMATION:</b>	<p><b>What services, external agencies or support groups are available for parents?</b>  SISS - Solihull Inclusion Support Services - Parent Partnership - SASSI - CAMBS Warwickshire EIS</p> <p><b>What are the arrangements for making a complaint?</b>  We ask that you follow the same procedures that would do for any other child within the school. Initially please discuss any concerns with the class teacher, then Miss Turley (SENCO) or Mrs Ferguson (Head) &amp; if you are still unhappy you are welcome to contact our chair of governors.</p>
<b>COMPLETED BY:</b> (Name and Position)	<p>Laura Turley  SENCo</p>
<b>DATE COMPLETED:</b>	<p>March 2014</p>
<b>UPDATE:</b>	<p style="text-align: right;">Jul-14</p>