

Motcombe School Local Offer
September 2016-2017

This document was devised in consultation with a group of stakeholders, including:

Jo Ansell – Pupil Premium Teacher

Donna Bartholomew – Teaching Assistant

Jenny James – Parent

Sarah Johnson – Class Teacher

Sue Miller – Inclusion Manager

Samantha Wood – Parent

Dr Sally Threlfall – Governor

At Motcombe School, we believe that a happy child is a child who will learn. Every member of staff works tirelessly to ensure that our school is a calm, happy place and we believe that positive relationships are the key to this. We get to know every child well – in terms of personality, learning styles and ability – and we find out about them through ongoing communication. We listen to them. We observe them. What do they like to do? What do they already know? What do they want to find out? How do they feel – about themselves, other children and grown-ups? And perhaps most importantly, what do they need to learn next? We then weave this knowledge into our day to day planning so that every child's needs are met, whatever they may be.

1. How does the school know if children need extra help and what should I do if I think my child may have additional needs?

We usually know if a child needs extra help at school because you, the parents, tell us! We believe that a positive working relationship between home and school begins even before an application for a place at Motcombe is made. We encourage the parents of children with additional needs to make an individual appointment to come and look around our school. An appointment can be made with the Inclusion Manager who can be available to show you round, answer any questions you may have and begin to think, together with you, about how your child's needs can best be met. We form a close communicating partnership in the months leading up to your child's entry into school and we do ask you to share, with us, any concerns you may have, about any aspect of your child's development. However, if for any reason, this is not possible, our attention is drawn to specific children by the Early Years Team, who work closely with nurseries and playgroups. We may also be contacted by GPs or Children's Services, before children start school in September.

Once in school, we use a range of assessments to determine the individual needs of every child in our care, so that appropriate support can be put in place to ensure their progress while they are at Motcombe School.

2. How will the school staff support my child?

We have a robust transition package in place, which can be adjusted to meet the unique needs of every child as they start attending Motcombe School. There are two

initial Parents' Evenings and we open the school on several occasions to anyone who wants to come and take a look.

The Early Years Team may already be involved with your child through the pre-school setting and they will arrange for the Inclusion Manager and the class teacher to observe your child at nursery and to attend any meetings that are in place before September. We have a Teddy Bear's Picnic for all incoming children to attend (plus teddies please!!) and a Stay and Play session in early September, when you are encouraged to bring your child to their new classroom and spend however long you like, exploring the room and the equipment as well as having a great time getting to know your child's classmates – and their parents!! A home visit is set up for every child and this is often a very good opportunity to chat informally with your child's teacher about any concerns you may have. We rely on you to share any information you may have that will help us to make your child's transition a positive experience – you know your child better than anyone! We often implement individual phased entries, by gradually increasing the time spent in school, for children with Additional Needs. This process is decided jointly and driven by the needs of your child and how they cope with each transitional step. We offer a flexible approach and can work on a daily or weekly basis, depending on the individual child. Once in school, the class teacher and Teaching Assistant will very quickly notice if your child needs extra support for either part, or all of their school day.

During the first two weeks of carefully phased transition into school, every child's language will be assessed through Language Link, a fun computer programme which analyses how a child responds to, and uses, language. The results give us significant information about your child, which we can then use as a basis for our literacy learning throughout their first year in school. For children who struggle to make themselves understood verbally, appropriate groups are set up with games, tasks and activities that meet each child's specific needs.

At Motcombe we are very proud of the expertise and skills that are in place within our own, very carefully appointed school staff. Many of our teachers are very experienced, long standing members of the team, while our support staff bring a wide range of talent and strengths to our learning environment. Some work with individual children, while others set up and run small groups, usually in the classroom environment. Staff members may have a flair for working with children on the Autistic Spectrum, music, art and craft, maths, bookmaking or behaviour management and we always try to match their strengths to the needs of the children that they work with. In this way, their enthusiasm is passed on to the children and our pupils will often discover an interest or talent that they didn't know they had!

Jump Ahead is a long-standing support measure, which is led by our Additional Needs Teaching Assistant and a colleague, and takes place before school each morning – each child involved meets for two mornings a week. This provision helps children who struggle with gross and/or fine motor skills, or who need extra practice with following instructions and pupils join and leave the group on a 'by need' basis.

Our Nurture Class has been a recent initiative that we have undertaken as a school. Through our two Nurture Leaders, we are able to offer specialist support for children who are withdrawn or find the expectations of school life particularly challenging. While helping these children to develop their social skills, the staff also ensures that pupils can access the curriculum that is being delivered in the classroom, but in a small group setting. These children make good progress, both socially and academically.

We have recently appointed two Pupil Premium teachers, who work specifically with Children who are Looked After, who qualify for Free School Meals, or who come from families where a parent is in the Armed Services. These children have routine access to in-class support or small group work from one of these teachers and their progress is good.

The Inclusion Manager oversees all extra provision across the school. She holds formal meetings three times a year with class teachers, when the impact of each intervention or provision is discussed in relation to the individual child's needs, but, perhaps more importantly, informal conversations take place all the time, to consider the progress being made. We share this information with you at Parents' Evenings, through Annual Reviews, Individual Education Plans or Provision Maps, or through face to face conversations which happen regularly throughout the year – we always encourage parents to pop in for a chat if there are concerns or celebrations to share.

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

Every lesson, task and activity is carefully planned to meet the specific needs of the children throughout the school, whatever their level of ability or disability. For those taking smaller steps in their learning journey, we plan and assess carefully at each individual child's level, while using a range of teaching styles and approaches. Our support is, at all times, individual, refined and specific, in order that every child can access the curriculum appropriately. Children at Motcombe learn through their own experiences, both indoors and outside, through practical activities and the use of carefully chosen equipment and resources. They begin learning from where they are at, but are always encouraged to challenge themselves, as well as taking on teacher inspired challenges. Independent learning is encouraged in everything we do, at an appropriate level for each child.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

We assess and monitor children's progress very carefully at Motcombe School. We challenge every child at every level and are constantly considering their targets and how they can best be met. Assessment is ongoing and is formally recorded six times a year – at the end of each term. However, daily assessment informs everyone who works with your child where they need to take their learning next, so that planning the learning is individual to each child.

Our positive home/school relationship encourages open communication with you as parents and carers, and is the key to success. As previously mentioned, we have three Parents' Evenings every year, when every parent is encouraged to attend and, if appropriate, meet with the Inclusion Manager. Appointments can also be made with her for parents to talk individually, or ask and answer questions or concerns more generally. We are always happy to offer guidance and support on an individual basis to parents who want to know more.

We share the home learning with you in different ways – reading books and reading progress books come home every day and we encourage you to help your child to fill in, and/or colour, the targets in the progress books, so that he/she can clearly see the progress they are making in their class reading challenge. We have access to Bug Club and Mathletics too – computer based literacy and numeracy challenges which you can share at home with your child. Our termly newsletters give you information about the topics that are being covered in your child's year group and there is a weekly home challenge to be found on the weekly newsletter.

We hope you will join us for any opportunities that are set up for you directly as parents – during the first week that your child is in school, we offer workshops for parents and carers in literacy and numeracy, our Early Years Practice and Personal, Social and Health Education. We also have a Parent Forum three times a year – this is a time to ask questions relating specifically to your child's year group, what they are learning and how you can help.

5. What support will there be for my child's overall wellbeing?

We have a number of policies in place that are regularly updated and revised – these include an Equality, Inclusion, Teaching and Learning and SMCS (Spiritual, Moral, Cultural and Social) Policy. These can all be found on our website.

If your child requires ongoing medication for a specific condition, we can arrange for a Care Plan to be put in place to support that need – usually our Bursar will arrange this. Our Golden Model underpins everything we do here at Motcombe School – it is a vital tool for every child, and particularly for your child if they have additional needs. This model positively reinforces good behaviour and enthusiasm for learning, in a way that every child understands and can relate to. Regular assemblies take place throughout the week, which focus on the Golden Rules – everyone tries to keep these rules so that they can enjoy Golden Time each week. This is a thirty minute slot, when very special activities are available to every child at the end of each week, to celebrate good behaviour and attitude to work. Circle Time is a regular weekly feature in every class, when each child has the opportunity to share how they feel about a variety of situations. 'Bubble Time' gives children the opportunity to talk to their teacher in a 1-1 situation about something that they may feel uncomfortable sharing with other class members. Every class has a Pupil Council rep: who will feed back the thoughts and ideas of individuals to the Pupil Council itself.

On the playground we have a Friendship Bench, Playground Friends and Playground Helpers – all designed to ensure that no child is left alone at this time. Similarly, the playground is divided into zones with a variety of equipment and we employ a Playleader to keep the children active and constructively focussed, even at Playtime!

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

Our 'in house' expertise and strengths have been laid out under 'How will the school support my child?'

In addition to our own staff, and if a child is showing that they have specific needs which are not yet being fully met, the school can access a range of outside agencies, whose role it is to support the school. We are sometimes able to call on the Education Psychology Service, South Downs Outreach, Speech and Language Therapy, East Sussex Behaviour and Attendance Support Service, Teachers of English as an Additional Language Service, Family Support Keyworker and School Nurse Service. Occasionally, we also contact the Virtual School, (who support Children who are Looked After) Physiotherapy and Occupational Therapy Services and CAMHS (Children and Adult Mental Health Service) However, these agencies work on a priority needs basis and we cannot always guarantee their availability.

7. What training have the staff supporting children with SEND had, or are having?

Motcombe School has an 'open mindset' which embraces inclusion, equality, race, gender and disability. We are proud to welcome everyone through our doors into our happy learning environment. It is also a 'coaching school' – this means that staff use each other as a 'sounding board' to work through issues or concerns, but ultimately the person with the concern manages to resolve it himself/ herself. Staff have had training in this approach and now support the children in using it themselves, to help them to try to solve their problems more independently.

Recently, we embarked on a whole school training programme for Behaviour Support – this was delivered jointly by the Education Psychology Service and Behaviour Support Service (now known as ESBAS) Many of our support staff have also been trained in Makaton, Speech and Language, Attachment, Recognising Reasons Behind Behaviour and How to Support Children with Additional Needs in the Classroom. Staff who work

with children on the Autistic Spectrum also receive ongoing support and training from the Early Years' Service and from South Downs Outreach. Each year there is an opportunity for every staff member to identify where they think their training needs lie and we try to accommodate as many of them as we can.

In the near future, staff will be receiving further training on 'The New Curriculum' and 'Developing the Outside Space'. Some staff will also be building on what they have recently learnt, by attending training on Makaton at intermediate level.

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

At Motcombe School, we consider the outside space to be a part of the learning classroom – consequently there are no restrictions or limitations whatsoever for any child to work outside, regardless of sight or hearing loss, mobility issues that require the use of a wheelchair or other walking aids, behavioural issues, diagnoses of any condition or syndrome, or language limitations.

Children in Key Stage 1 have the opportunity to attend pre- and after school clubs and the class teacher will notify the club leader of any health and safety issues or special requirements.

Every child, regardless of their ability or disability, automatically goes on school trips as part of their learning. We put in place a Risk Assessment, where necessary, in order to ensure inclusion and safety for all. We always match the adult ratio to the needs of the child. We may ask you to come on a school trip in order to support your child and their needs.

9. How accessible is the school?

Motcombe School is built on one level so there are no stairs to navigate. All entrances are accessible via slopes and wide doorways that will accommodate a wheelchair or walker. There are two Toilets for the Disabled – one at each end of the school – both are fitted with grab rails and have a non-slip floor surface fitted. A hoist has been fitted to one of these toilets to enable access for children with very poor mobility. All staff using this hoist system are trained first. Changing facilities are available in both. Classroom toilets do not have electronic hand dryers so children with auditory sensitivity are not distressed by the noise. There is a Hearing Loop fitted in the Hall for children with cochlear implants and hearing aids. Every classroom has an Interactive Whiteboard fitted at 'child height', as are most of the wall displays around the school. In every classroom you will find visual timetables and other visual prompts – all backed up with Communicate in Print symbols for children whose spoken language is still developing. Through Teachers of English as an Additional Language Service, we are, on occasions, able to provide interpreters for a range of languages other than English. (Please also see our Equalities Policy found on our web site.)

10. How will the school prepare and support my child to join the school and transfer to a new school, or the next stage of education and life?

For support in helping your child to come to Motcombe School, please see Points 1 and 2.

A review takes place annually to consider your child's progress and the targets that should be put in place for the next year. We carefully time the Year 2 review to take place just before your child leaves Motcombe School, which we encourage parents or carers to attend. All the paperwork from this meeting is required by the Local Education Authority.

Transition to the Key Stage 2 setting is very robust, as we consider it our responsibility to make sure that your child is happy in their new learning environment. The Inclusion

Manager will have several conversations and meetings with appropriate SENCOs, to ensure that they have all the relevant details and information about your child to ensure a smooth transition. Every child in Year 2 is asked to write down the names of three friends who they would like to be with in Year 3 – we guarantee at least one of these children will be in their class. The new school will be made aware of the levels that your child is working at, so that initial tasks set are appropriate to his/her ability.

During Term 6 of Year 2, if your child is going to Ocklynge Junior School, he/she may be part of the Transition Group, which is led by the Inclusion Manager. This group makes extra visits to Ocklynge, when the children will have the opportunity to have a tour of the school and meet some of the staff who will be working with them in Year 3. Your child will also be part of the usual transition programme too – two morning visits to get used to the new surroundings, meet their new teacher and new classmates. Every child also goes swimming four times in the Ocklynge pool during Term 6.

If your child is transferring to a Special School, arrangements will also be made for him/her to visit and meet the new class teacher and Individual Needs Assistant that they will be working with. You are also welcome to go to the new setting and take photos to put in a book for your child to familiarise themselves with over the summer break.

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

Every year, the school is given a budget – some of this budget is allocated for looking after the building and the services needed for its upkeep, but other money is specifically used for the education of all our children, whatever their needs. This includes staffing, resources, training for staff etc. Every member of our support staff is expected to spend a percentage of their working hours with children who have additional needs. We also receive the Pupil Premium Grant, which, as previously stated, is for Children who are Looked After, children who qualify for Free School Meals or children from families where a parent is in the Armed Forces. We allocate the greatest financial support to the children who have the greatest needs, but this is always flexible. If your child's needs change, we will change the support to match it. We will also slowly withdraw support from your child if we feel that they no longer need it, or extend it if their needs become greater.

Our Nurture Class is a facility that has been put in place to deliver a specific type of support, so a proportion of the budget is allocated to its staffing and resources. A considerable amount is also spent on Individual Needs Assistants, our Special Educational Needs Teaching Assistants, Pupil Premium Teachers and skilled classroom Teaching Assistants in order that as many children as possible across the school benefit from extra support and personalised provision.

12. How is the decision made about what type of, and how much, support my child will receive?

We believe in communicating with our families, so that everyone feels 'kept in the loop', and wherever possible, decisions will always be made jointly. We will all consider carefully what type of support your child needs. This could be 1-1, or it could be working in a small group, to encourage self-confidence and social skills. It will usually be in the classroom setting, but occasionally, if appropriate, support could also be in a quiet space somewhere, away from any hustle and bustle. It could take place in a non-stimulating environment (for children with sensory overload difficulties) or in an area full of pictures, children's work and bright posters.

Your child's teacher will include your wishes when they talk to the Inclusion Manager and other key staff members. Your child's progress will be tracked throughout the year.

Outside agencies will be asked for their advice where necessary and again, when we all decide the time is right to withdraw some support, or to extend it, you will be part of that conversation as we work together for the good of your child.

13. How are the parents involved in the school? How can I be involved?

Motcombe School is a place where everyone believes that educating a child is a process that is shared between home and school. So opportunities for communicating and sharing are built into the school year. We have Parents Evenings three times a year, plus an extra one in June for parents of children starting school in September. There are parent workshops, open days and parent forums throughout the year. We offer parent questionnaires when we ask for your opinion about your child's schooling, plus an annual report about your child's progress. There is a termly year group newsletter, when we share with you what we will be teaching and a weekly school newsletter that keeps you up to date about events in school. Parents of children in our Foundation Stage are encouraged to share 'Wow' vouchers with us – these celebrate any achievement that your child has enjoyed at home. Every child will have a Home/ School reading book, so that we can all celebrate their reading successes and you are encouraged to read with, and to, your child every night. And finally we invite you all to join a group that will give you first-hand experience of your child's learning journey – we have a governing body, a 'Friends of Motcombe School' and a group of volunteer parent helpers that make regular classroom visits and accompany classes on their school trips.

14. Who can I contact for further information?

Your child's teacher – 01323 728901

The school Inclusion Team – Sue Miller or Jo Ansell – 01323 728901

The Head Teacher – Tracy Robinson – 01323 728901

If you are considering Motcombe as a possible school for your child, you may also want to talk to other agencies who have already been involved with him/her. The Early Years Team can be contacted on 01825 766641 and the Family Support Keyworker Service can be reached on 01323 760138. We can also put you in touch with the School Nurse Service, the Teaching of English as an Additional Language Service, the Health Visitor Service and the ASD Team.