



## LOCAL OFFER

### **Lady Margaret School – Mainstream Secondary School for Girls 11-18**

Changes implemented in September 2014 as a result of the Children and Families Act means that SEN services are now offered as part of a joined up service which brings together education, health and social care services to ensure that the support your child receives is joined up and that the outcomes that you and your child want to achieve are at the centre of that help and support. This is known nationally as the 'local offer'.

All London Borough of Hammersmith and Fulham schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to help all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with a Special Educational Need(s) being met in a mainstream setting wherever possible, where families want this to happen.

Full details of the Hammersmith and Fulham local offer may be found here:

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

Kensington and Chelsea: <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

Westminster: <https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

Wandsworth: <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

Hounslow: <https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

Richmond: <https://www.richmond.gov.uk/send>

Merton: <https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

Ealing: <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>



People who support students with special educational needs and / or disabilities, or difficulties with learning in our school

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my daughter's difficulties with learning / Special Educational Needs and / or disabilities SEND</p>	<p>The Special Educational Needs Co-Ordinator (SENCO)</p> <p>Headteacher – Ms Elisabeth Stevenson</p> <p>Learning Support Assistants (for more information about specific students)</p> <p>Head of Year</p> <p>Subject Teacher</p>	<p>The SENCO is responsible for:</p> <ul style="list-style-type: none"> <li>• Coordinating all the support for students with special educational needs and / or disabilities (SEND) and developing the schools SEND Policy to make sure all girls get a consistent, high quality response to meeting their needs in school with the resources available</li> <li>• Ensuring that you are:               <ul style="list-style-type: none"> <li>• Involved in supporting your daughter's learning</li> <li>• Kept informed about the support your daughter is getting</li> <li>• Part of planning ahead for them</li> </ul> </li> <li>• Liaising with all the other people who will be coming in to help support your daughter's learning e.g. Speech and Language Therapy, Educational Psychology, Dyslexia specialist teacher</li> <li>• Updating the school's SEND register (a system for ensuring all the SEN needs of students in this school are known and communicated regularly to staff)</li> <li>• To provide support for teachers and administrative staff in the school so they can help support your child (and other students with SEND in the school) achieve the best possible progress</li> </ul> <p>He / She is responsible for:</p> <ul style="list-style-type: none"> <li>• Checking on the progress of your daughter and liaising with the SEN team about any special arrangements which may be required</li> <li>• Meeting with the SENCO to discuss the curriculum offer for your daughter</li> <li>• For providing differentiated work where appropriate</li> </ul>



	SEN Governors	<ul style="list-style-type: none"> <li>• For liaising with Learning Support Assistants working with your daughter</li> </ul> <p>The SEN Governor is responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure the necessary support is made for any student who attends the school who has SEND within the resources available.</li> </ul>
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How could my child get help in school?

Girls in school will get support which is specific to their individual needs. This may be all provided by the subject teacher or may involve:

- Support in small (coaching) groups and in curriculum support lessons
- Support from other staff in the school such as Learning Support Assistants, Mentors
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapist, CAMHS.

	Types of support provided for students at different stages of the Code of Practice (the document that schools use to plan their SEN input)	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for girls with SEN in this school?	Subject teacher input via good / outstanding classroom teaching.	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your daughter and all students in their class</li> <li>• Ensuring that all teaching is based on building on what your daughter already knows, can do and can understand</li> </ul>	All girls receive this provision



	<p>Specific small group work. This may be:</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside</li> <li>• Run by a teacher, Learning Support Assistant or outside professional who has had training to run these groups.</li> </ul> <p>These are called coaching groups and / or curriculum support.</p> <p>Additional time in examinations (year 8 – 13)</p>	<ul style="list-style-type: none"> <li>• Putting in place different ways of teaching so that your daughter is fully involved in learning in class. This may involve things like using more practical learning or pair work</li> <li>• Putting in place specific strategies (which may be suggested by the SEN team or outside staff) to support your daughter to learn</li> <li>• Staff including the SEN Team, Pastoral Team and Curriculum Teams will have carefully checked on your daughter’s progress and will have decided that your daughter has a gap in her understanding / learning or social development and needs some extra support to close the gap.</li> <li>• Curriculum or SEN Teams will plan group sessions for your daughter with targets to help her make more progress</li> <li>• Homework club to support your daughter in completing homework</li> <li>• A Learning Support Assistant / teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions. All Learning Support Assistants will have received training and guidance from outside professionals such as SALT, CAMHS, and ASD Outreach.</li> </ul> <p>During KS3 students can request extra time on end of unit tests as necessary. Even with an EP report, students are not formally awarded extra time, therefore they will not be</p>	<p>Any girl who has specific gaps in her understanding of a subject / area of learning or social development.</p> <p>Girls may receive these interventions regardless if their stage on the SEN Code of Practice.</p> <p>Girls with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.</p>
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	<p>Specialist monitoring and assessment by outside agencies e.g. Speech and Language Therapy</p> <p>Where the school is unable to meet your daughters' needs a referral will be made to the Access arrangements for GCSE and A Level examinations Assessment Panel Stage of the SEN Code of Practice: School Action Plus, which means they have been identified by the class teacher / SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"><li>• Local Authority central services</li><li>• Outside agencies such as the Speech and Language Therapy (SALT) service or CAMHS.</li></ul>	<p>awarded during end of year exams. Students with an EHCP will receive support as required.</p> <p>During Year 10 and 12, students identified by staff will be assessed on site by an exams assessor, once tested access arrangements will be applied for following JCQ guidelines. NB: Private EP reports do not guarantee extra time.</p> <p>Your daughter will have been identified by the subject teacher / SENCO (or you will have raised concerns) as needing more specialist input instead of or in addition to class teaching and intervention groups.</p> <p>The panel may recommend additional resources.</p> <p>The panel may recommend a placement at a special school or other institution.</p> <ul style="list-style-type: none"><li>• You will be asked to give your permission for the school to refer your daughter to an outside professional e.g. a Speech and Language Therapist. This will help the school and yourself understand your daughter's particular needs better and be able to support them better in school.</li><li>• The outside professional will work with your daughter to understand her needs and make recommendations which may include:<ul style="list-style-type: none"><li>○ Making changes to the way your daughter is supported in class e.g. some individual support</li></ul></li></ul>	
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	<p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your daughter will have been identified by the SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.</p> <p>Usually your daughter will also need specialist support in school from a professional outside the school. This may be from:</p>	<p>or changing some aspects of teaching to support them better</p> <ul style="list-style-type: none"><li>○ Support to set target which will include their specific expertise</li><li>○ A group run by staff under the guidance of the outside professional e.g. a social skills group</li><li>○ Group or individual work with outside professional</li></ul> <p>The school may suggest that your daughter needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.</p> <p>There will also be a recommendation for the activities to be carried out at home to reinforce the learning from school, e.g. reading aloud, spelling practice, times table practice.</p> <ul style="list-style-type: none"><li>● After the school have sent in the request to the Local Authority (with a lot of information about your daughter, including some from you), they will decide whether they think your daughter's needs (as described in the paperwork provided), do require a statutory assessment. If this is the case they will ask you and all professionals involved with your daughter to write a report outlining your daughter's needs. If they do not think your daughter needs this, they will ask the school to continue with the support at School.</li></ul>	<p>Girls whose learning needs are:</p> <ul style="list-style-type: none"><li>● Severe, complex and lifelong</li></ul>
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	<ul style="list-style-type: none"> <li>• Local Authority Central Services</li> <li>• Outside agencies such as Speech and Language Therapy Service (SALT) or CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>• The EHC Plan will outline the number of hours of individual / small group support your daughter will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your daughter.</li> <li>• A Learning Support Assistant will support your daughter with whole class learning, individual programmes / small groups</li> </ul>	
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<p>How can I let the school know I am concerned about my daughter's progress in school?</p>	<ul style="list-style-type: none"> <li>• If you have concerns about your daughter's progress you should contact your daughter's Head of Year either via a phone call or letter or email. Email is preferable because it ensures there is a written record of your correspondence and staff are often not in their offices during the day to take telephone calls.</li> <li>• If you are still not happy you should contact the SENCO.</li> </ul>
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<p>How will the school let me know if they have any concerns about my daughter's learning in school?</p>	<ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about a girl's progress, and targeted teaching has not met the girls' needs, the teacher will raise this with their Head of Department. The Head of Department and/or teacher may then discuss this with the SENCO.</li> <li>• If your daughter is then identified as not making progress the school will contact you to discuss this in more detail:             <ul style="list-style-type: none"> <li>○ To listen to any concerns you may have</li> <li>○ To plan any additional support your daughter will receive</li> <li>○ To discuss with you any referrals to outside professionals to support your daughter's learning.</li> </ul> </li> </ul>
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<p>How is extra support allocated to girls and how do they move</p>	<ul style="list-style-type: none"> <li>• The school budget includes some money for supporting girls with SEN.</li> <li>• The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs in the school and the funding available.</li> </ul>
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<p>between the different levels?</p>	<ul style="list-style-type: none"> <li>• The Deputy Headteacher and the SENCO discuss all the information they have about SEN in the school, including:             <ul style="list-style-type: none"> <li>○ The girls getting extra support already</li> <li>○ The girls needing extra support</li> <li>○ The girls who have been identified as not making as much progress as expected, and decide what resources / training and support is needed.</li> </ul> </li> <li>• All resources / training and support are reviewed annually and changes made as appropriate.</li> </ul>
<p>How are the teachers in school helped to work with girls with SEN and what training do they have?</p>	<ul style="list-style-type: none"> <li>• The SEN Team (SENCO and LSAs) support the subject teachers in planning for girls with SEN through the writing of the Individual Education Plans which details the girls' needs, recommended strategies and set targets. The subject teachers may request further guidance from the SEN Team.</li> <li>• The school provides training for all staff to improve the teaching and learning of girls including those with SEND. This includes whole school training on SEN issues such as ASD and Dyslexia delivered by the SENCO, Deputy Headteacher, Learning Support Assistants and outside agencies.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific girls in their class e.g. from the school nurse, SALT and CAMHS.</li> </ul>
<p>How will the teaching be adapted for my child with learning needs (SEND)?</p>	<ul style="list-style-type: none"> <li>• Subject teachers plan lessons according to the specific needs of all groups of girls in their class</li> <li>• Specially trained support staff can support the teachers planning to support the needs of your daughter where necessary</li> <li>• Specific resources and strategies will be used to support your daughter individually and in groups</li> <li>• Planning and teaching will be adapted regularly if needed to meet your daughter's learning needs</li> </ul> <p>In addition your daughter may be taught in smaller groups and/or receive curriculum support lessons</p>
<p>How will we measure the progress of your daughter in school?</p>	<ul style="list-style-type: none"> <li>• Your daughter's progress is continually monitored.</li> <li>• Her progress is reviewed through Attitude to Learning scores and priorities for progress for each subject.</li> </ul>



	<ul style="list-style-type: none"> <li>• If your daughter is in Year 7 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show small but significant steps of progress. The levels are called 'P levels'.</li> <li>• At the end of each school year all girls are formally assessed.</li> <li>• The progress of girls with a statement of SEN / EHC Plan is formally reviewed at an Annual Review with all adults involved with the girl's education, the student and parent(s) / carer(s).</li> <li>• The SENCO will also review progress of students with SEN to inform training needs.</li> </ul>
<p>What support do we have for you as a parent of a girl with SEN?</p>	<ul style="list-style-type: none"> <li>• The Head of Year 7 or the SENCO meets staff at the Primary School during the Summer Term to ensure that information is shared between schools. All Year 6 students are visited by a member of LMS staff at their Primary School where additional information is gathered.</li> <li>• Prior to your daughter joining LMS, the SENCO or Deputy Headteacher is available to meet with you to discuss your daughter's needs and any concerns you may have. This will happen in the Summer Term of Year 6.</li> <li>• We would like you to communicate any concerns or information you have about daughter's special education or medical needs to your daughter's Head of Year and SENCO. This is to ensure that we are doing similar things to support your daughter both at home and at school and can share what is working well in both places.</li> <li>• The SENCO is available to meet with you to discuss your daughter's special needs or any concerns you may have throughout your daughter's time at LMS.</li> <li>• All information from outside professionals will be discussed with you, with the professionals involved directly, or where this is not possible, in a report from them.</li> <li>• Homework will be adjusted as needed to your daughter's individual needs.</li> <li>• Every child has a daybook which is used to support communication between home and school.</li> <li>• All girls are expected to complete homework. They can be supported in doing this by going to Homework Club which runs Monday – Thursday 3.30pm – 4.30pm.</li> </ul>
<p>How will we support your daughter when she is leaving this school? Or</p>	<p>We recognise that 'moving on' can be difficult for a girl with SEN and take steps to ensure that any transition is as smooth as possible.</p>



<p>moving on to another class?</p>	<ul style="list-style-type: none"><li>● If your daughter is moving to another school:<ul style="list-style-type: none"><li>○ Please email new school information to the SENCO, so they can contact the school SENCO and ensure he / she knows about any special arrangements or support that need to be made for your daughter</li><li>○ We will make sure that all records about your daughter are passed on as soon as possible</li></ul></li><li>● When moving classes in school:<ul style="list-style-type: none"><li>○ Information, including IEPs and data, is accessible to all teachers.</li></ul></li><li>● In Year 11:<ul style="list-style-type: none"><li>○ Girls can have a meeting with the Careers Advisor to discuss options and pathways, girls with SEN are supported during this meeting</li><li>○ Girls are given a list of Open Evenings and sixth form schools and colleges within the local area</li><li>○ Depending on the level of the girls need, they may be accompanied by a Learning Support Assistant to an interview at a sixth form school or college</li><li>○ They will liaise with the relevant staff at the new provision to ensure your daughter has a smooth transition.</li><li>○ If moving to a college or a different sixth form they will need their access arrangements. Please let the SENCO know new school/college details so the relevant documents can be sent.</li></ul></li><li>● In Year 13:<ul style="list-style-type: none"><li>○ Girls with SEN are supported in their applications to further education, training, employment, or independent living.</li><li>○ On results day, students can collect the exams access information. They will need to sign to say they have collected evidence they then can be given to further education as required.</li></ul></li></ul>
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To be reviewed annually.