

The Mainstream School Local Offer



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

The Local Offer for Children and Young People with Special Educational Needs – transparent and accountable SEN Support

What the school has to do	What the local authority and parents would expect to see
<p>School tracks progress, assesses child’s needs and implements intervention plan (adopting an assessment, plan, do, review and revise model).</p>	<ul style="list-style-type: none"> * School communicates local offer for children with SEN/High Needs, focusing on achievement of outcomes through evidence-based approaches to provision planning. • Mainstream school Local Offer includes interventions to address the following: <ul style="list-style-type: none"> - literacy/learning; language and communication; social, emotional behavioural and sensory and medical needs; needs associated with ASD, dyslexia, dyspraxia etc. - School documents co-ordinated assessment of child’s educational needs and an SEN Support resourced plan of intervention (including transparency of provision) - Pupil progress in response to SEN Support resourced plan is recorded, monitored and updated by a teacher working with parents/ carers (e.g. using SIMS to record and bench-mark) - Pupil’s targets are outcome focused based on prediction and challenge.
<p>Termly parent conversations -planned implemented and recorded. (Including feedback from parents)</p>	<ul style="list-style-type: none"> * Dates for termly parent/teacher conversations are planned for academic year - parents/carers feel welcome and are encouraged and supported to attend. • Multi-agency assessment and planning is co-ordinated by SENCo to inform planning. Practitioners work collaboratively to implement SEN Support or education, health and care provision and monitor effect on attainment and well-being. • Outcomes of the parent/teacher conversations are recorded in child’s record and are used to inform goal setting and future planning • Parents report outcomes of structured conversations are positive.
<p>School supports children’s well-being and monitors well-being outcomes (e.g. attendance, peer relationships, adult-child relationships, capacity for emotional self-regulation)</p>	<ul style="list-style-type: none"> * The school has systems in place to monitor and support pupil’s emotional, social well-being and inclusion (including patterns of attendance; exclusions and well-being). • Pupils demonstrate attendance (98% or above), confidence, resilience, positive peer and adult relationships and motivation to learn – well-being. • School keeps a record of issues relating to a child’s well-being and includes parents and other agencies in planning to address issues such as attendance, exclusion, behaviour, anxiety, depression (e.g. SEN support resourced plan). • Designated safeguarding officer monitors issues relating to safeguarding and co-ordinates school/social work/community safety planning. • SEN support or behaviour improvement plan co-ordinated and recorded by school staff to agree outcomes and engage pupils in improving behavioural self-regulation and actively engaging in positive activities. Assessment of well-being is used to inform understanding of pupil attainment and progress.
<p>Leadership & Governance</p>	<ul style="list-style-type: none"> • School Leadership Team and Governors set purpose and direction which inspires members of staff, parents and the broader school community to work together to ensure the sustained progress and achievement and well-being of pupils with SEN: paying attention to the pace and quality of progress, the provision of effective and efficient education and transparency and accountability for notional SEN and High Needs Funding.

● Parents as equal partners in planning for their child ● Outcome Focused ● Co-ordinated education, health and care assessment and planning