



## 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 Triborough local offer may be found here:

[http://www.lbhf.gov.uk/Directory/Education\\_and\\_Learning/Schools\\_and\\_Colleges/School\\_Staff\\_Zone/Heads%20partnership%20Mainstream%20local%20offer.pdf](http://www.lbhf.gov.uk/Directory/Education_and_Learning/Schools_and_Colleges/School_Staff_Zone/Heads%20partnership%20Mainstream%20local%20offer.pdf)

- ✓ 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
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	The Special Educational Needs Co-Ordinator (SENCO)  Headteacher – Ms Elisabeth Stevenson	The SENCO is responsible for: <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> </ul> </li> </ul>

	<p>Learning Support Assistants (for more information about specific students)</p>	<ul style="list-style-type: none"> <li>• Involved in reviewing how they are doing</li> <li>• Part of planning ahead for them</li> </ul> <ul style="list-style-type: none"> <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 making sure that there are records of your daughter's progress and needs</li> <li>• To provide support for teachers and administrative staff in the school so they can help your child (and other students with SEND in the school) achieve the best possible progress in school</li> <li>• To make subject teachers and pastoral staff aware of the needs of individual girls</li> <li>• To advise subject teachers and pastoral staff of strategies to support individual students with SEND</li> </ul>
	<p>Head of Year</p>	<p>He / She is responsible for:</p>
	<p>Subject Teacher</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> <li>• For liaising with Learning Support Assistants working with your daughter</li> </ul>
	<p>SEN Governors</p>	<p>The SEN Governor is responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure the necessary support is made for any girl who attends the school who has SEND within the resources available, e.g. being disapplied from lessons in Modern Foreign Languages in order to receive curriculum support.</li> </ul>

✓ 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, Counsellor, Mentors
- Staff who will visit the school from Local Authority central services
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service, Educational Psychologist, Occupational Therapist, CAMHS, outreach workers from the Triborough Alternative Provision team.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) students will be at when receiving this	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> <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> </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 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> <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 Triborough Special Needs</p>	<ul style="list-style-type: none"> <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, Physiotherapy and ASD Outreach.</li> </ul> <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>	<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 of their stage on the SEN Code of Practice (School Action, School Action Plus and Statements) will either be at the stage of the SEN Code of Practice called School Action, which means they have been identified by the class teacher as needing some extra support in school.</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>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>	<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 or Educational Psychologist. 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 or changing some aspects of teaching to support them better</li> <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> </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>	
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	<p>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your daughter will have been identified by the SENCO / Educational Psychologist, 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> <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>• 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 Action Plus.</li> <li>• Once the reports have been written, the LA will decide if your daughter's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan (this may take several months). If this is not the case, they will ask the school to continue with the support of School Action Plus and set up a meeting in school to create a plan to ensure your daughter makes as much progress as possible.</li> <li>• The Statement or 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>	<p>Girls whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</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, copying in the Deputy Headteacher for Inclusion, Mr John Reilly</li> </ul>
<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 the Head of Year. He/she 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>
<p>How is extra support allocated to girls and how do they move between the different levels?</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> <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> </ul>

	<ul style="list-style-type: none"> <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 small coaching groups 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 formally and a National Curriculum level given for each subject.</li> <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 girls 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 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 or Deputy Headteacher is available to meet with you to discuss your daughter’s special needs or any</li> </ul>



	<p>concerns you may have throughout your daughter's time at LMS.</p> <ul style="list-style-type: none"> <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. Additional resources such as reports and contact books are provided when required.</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 – 4.40pm.</li> </ul>
<p>How will we support your daughter when she is leaving this school? Or moving on to another class?</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> <ul style="list-style-type: none"> <li>• If your daughter is moving to another school: <ul style="list-style-type: none"> <li>○ We will 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> </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> </ul> </li> </ul>

To be reviewed annually.