**Early Years Education Provider**

*Please answer the following questions about your setting (using the template below) and send your service or setting offer to* [***fyi@cityoflondon.gov.uk***](mailto:fyi@cityoflondon.gov.uk)*. We may edit the offer to make sure it's easy to understand and consistent. We may also return it to you with comments for you to consider before you publish it. We will publish your Local Offer on the Local Offer website, and we ask that additionally you publish it on your own website (if you have one) for parents, practitioners, schools, education settings and partners to access.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Local Offer Core Details**   |  | | --- | | Charterhouse Square School |   **Your Organisation’s Name**   |  | | --- | | *A summary of your service offer to children with disabilities and special educational needs about your setting/ the environment/ accessibility in terms of physical/ information and the provision for children*  *Our SENDCo and SEND team aim to identify any special needs as early as possible in order to plan cumulative interventions for identified children. All teachers are responsible for children with SEND and we apply a whole school policy of reasonable adjustments in the classroom to ensure all children can have full access to the curriculum. Where needs are beyond these adjustments we may offer booster group support for numeracy, literacy as well as emotional/social talking groups. We work closely with outside agencies such as speech therapists, occupational therapists, educational psychologists and dyslexia specialists to deliver the best outcomes for our SEND children.* |   **Local Offer Description**   |  | | --- | | SEND Team |   **Local Offer Contact Name**   |  | | --- | | 020 7600 3805 |   **Local Offer Contact Telephone**   |  | | --- | | life@charterhousesquareschool.co.uk |   **Local Offer Contact Email** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Birth to Preschool**  **0 - 4** | **Primary School**  **4 - 11** | **Secondary School**  **11 - 16** | **Preparing for Adulthood**  **16-18** | **Young Adults**  **18-25** |
| **Universal** |  |  |  |  |  |
| **Targeted** |  |  |  |  |  |
| **Specialist** |  |  |  |  |  |

**Please tell us the type of service provided for each group below by ticking the relevant boxes.**

**QUESTIONS THAT PARENTS, CARERS AND YOUNG PEOPLE HAVE ASKED…**

|  |
| --- |
| **Provider:** Charterhouse Square School  Please also refer to our School Local Offer on the school website |
| **1. How does the setting know if children need extra help? What should I do if I think my child may have special educational needs?**  *How do you identify children with special educational needs?*  *How would a parent/carer be able to raise any concerns they may have about their child?* |
| **All teachers are responsible for identifying pupils with SEN. Should a child require additional and different provision the SEND team and SENDCo will collaborate with class teachers, parents and pupils to provide a cumulative intervention schedule for that child. Parents should raise any concerns whether developmental, academic or physical to the class teacher in the first instance. This may progress onto the SEND team at a later date if necessary.** |
| **2. How will staff at the setting support my child?**  *Who will oversee and plan the education programme for my child?*  *Who will explain this to me?*  *How is the setting’s management committee or owner involved and what are their responsibilities?*  *How does the setting know how effective its arrangements for children with special educational needs are?* |
| With support from the SENDCo and SEND team, class teachers will decide what measures and interventions would best suit a child with SEND. This may result in creating an IPM (Individual Provision Map) for that child. These steps would be clearly explained in a parent/teacher meeting which would then be formally reviewed each term. The SENCo is part of the SLT and ensures these responsibilities are carried out in a timely and effective manner. The SEND team provide an effective monitoring and assessment system to measure the outcomes for our SEND pupils. |
| **3. How will the curriculum be matched to my child’s needs?**  *What are the setting’s approaches to differentiation?*  *How will that help my child?* |
| Our commitment to high quality teaching, effective differentiation and a plan/monitor/review system ensure that all our SEND pupils have access to the curriculum. Our aim is for inclusive teaching which can be adapted to suit all learner types. This plays a part in our whole school approach (wave 1) to meeting the needs of all of our pupils. |
| **4. How will I know how my child is doing and how will you help me to support my child’s learning?**  *What opportunities will there be for me to discuss my child’s progress with the staff?*  *How will I know what progress my child should be making?*  *How will you explain to me how my child’s learning is planned and how I can help support this outside of the setting?*  *What opportunities will there be for regular contact about things that have happened at the setting eg a home / setting book?* |
| Pupil progress meetings review SEND pupils termly. Targets will be set for those pupils in collaboration with parents and pupils. An IPM highlighting these targets will be signed at parent/teacher/pupil meetings. Parents are encouraged to communicate any concerns and indeed celebrations in their child’s reading record book. We also have an open door policy for brief discussions between parents and teachers. |
| **5. What support will there be for my child’s overall well being?**  *What is the pastoral, medical and social support available in the setting for children with SEND?*  *How does the setting manage the administration of medicines and providing personal care?*  *What support is there for behaviour, avoiding exclusions and increasing attendance?* |
| Our level of pastoral care is often praised by our parents. We are committed to knowing the needs of all of our pupils on all levels. PSHE is taught by class teachers and those children needing more social, emotional support may receive group or 1:1 support through the SEND team. Our class TAs are also available to support pastoral, medical and social needs. The administration of medicine is closely monitored by our first aid trained school secretary and details can be found on our school website. Behavioural needs are managed through a close working relationship between pupil/parent/school and will ensure reward systems are utilised and if necessary extra support through the SEND team may be give. |
| **6. What specialist services and expertise are available at or accessed by the setting?**  *Are there specialist staff working at the setting and if so what are their qualifications?*  *What other services does the setting access including health, therapy and social care services?* |
| Our SENDCo is qualified (Post Graduate Diploma in Dyslexia and Literacy July 2000) to screen for dyslexic traits and our SEND team are trained in many areas of SEND such as: emotional/behavioural support and identification, how to plan and provide for dyslexic pupils, how to support reluctant writers, creating frameworks for pupils with short term memory problems, effective learning of the phonic code and how to best support pupils on the autistic spectrum. |
| **7. What training have the staff who support children with SEND had?**  *This should include recent and future planned training and disability awareness.* |
| Our SEND team have continued professional development in many areas of SEND such as diplomas in SEND support (Blackford Centre), regular SENCo forum meetings to ensure we are compliant with the SEND Code of Practice and training particular to the needs of our pupils (dyslexia, dyspraxia, autism, transition practice, phonics, supporting literacy, sensory regulation, social stories & visualisation techniques, self-esteem & resilience and supporting children with emotional and social needs). We have established a SEND cluster group with other schools to share best practice and meet termly. |
| **8. How will my child be included in activities outside the setting including trips?**  *Will my child be able to access all of the activities of the setting?*  *How will you assist him or her to do so?*  *How do you involve parent carers in planning activities and trips?* |
| Whatever the nature of the needs of our SEND children they will always be included in activities and trips. Depending on the need a risk assessment plan will consider any potential issues and these will be dealt with beforehand. We would work closely with parents to ensure they are clear about the activity/trip to create a “team around the child” approach to accessing the outdoor setting. For example, for those children who may find change and new environments stressful a “social story” can be created with the child/parent/teacher to alleviate any worries. When outside the school setting children will be placed into small groups with an accountable and trained adult specific to that group. Any SEND child and their needs will be made known to all adults on that activity. |
| **9. How accessible is the setting environment?**  *Is the building fully wheelchair accessible?*  *Have there been improvements in the auditory and visual environment?*  *Are there disabled changing and toilet facilities?*  *How will equipment and facilities to support children with special educational needs be secured?*  *How does the setting communicate with parent carers whose first language is not English?* |
| Wherever possible we aim to include all children with all needs. However, as the school is over five floors it has limited accessibility for wheelchairs. Reasonable adjustments have been made in classrooms to support SEN children access the curriculum, such as specialist resources to support academic progress. EAL children are fully supported to ensure that any language difficulties do not hinder academic and social progress. A speech therapist is on site weekly and can screen for any potential issues. Our IT co-ordinator can provide SEND learning tools, IT programs and SEND targeted activities to support our SEND children. |
| **10. How will the setting prepare and support my child to join the setting, transfer to a new setting / school or the next stage of education and life?**  *What preparation will there be for my child before he or she joins the setting?*  *How will he or she be prepared to move onto the next stage?*  *What information will be provided to his or her new setting / school?*  *How will you support a new setting / school to prepare for my child?* |
| Before starting at our school children are invited for a taster session/day and parents are encouraged to pass on as much information as possible from the previous setting. Any concerns as to why a child may not settle can be raised at anytime to our teachers. When pupils transfer to other schools we support according to their needs. This may be a letter to another SENDCo outlining interventions given and outcomes achieved or SEND team support on such things as self-organisation, managing homework and learning to cope in larger school environments. |
| **11. How are the setting’s resources allocated and matched to children’s special educational needs?**  *How is the setting’s funding used to support children with special educational needs?* |
| Our SENDCo sits on the SLT and is able to feedback at management level any funding that may be needed for class resources, physical developmental resources and staff specialist training. Teachers of SEND children are able to ask for resources specific to a child’s needs at any point in the academic year. |
| **12. How is the decision made about what type and how much support my child will receive?**  *Describe the decision making process.*  *Who will make the decision and on what basis? Who else will be involved?*  *How will I be involved?*  *How does the setting judge whether the support has had an impact?* |
| (A comprehensive guide to the steps we take to decide on who receives specific support can be found in our school SEND policy available on our website.)  In collaboration with the SENDCo, SEND team and class teachers an assessment will be undertaken when a child is not making age appropriate progress. This may be academic, social or developmental. Where reasonable adjustments in the classroom have proved insufficient a parent/pupil/teacher meeting may be called. A SEND programme of intervention may be drawn up if necessary. Where a child has a diagnosis of SEND, the SEND team and class teacher will draw up an IPM to best support that child and this will be reviewed with the parent and child termly. The targets on the intervention provision will be closely monitored by the teacher, parent, pupil and SEND team. Termly review meetings will discuss outcomes and next steps with the parents and pupil of the IPM. |
| **13. How are parents involved in the setting? How can I be involved?**  *Describe the setting’s approach to involving parents in decision making and day to day life including for their own child.**What support is available for parents/ carers of a Child with SEND?* |
| As stated we ensure that there is a “team around the child” approach to meeting the specific needs of the SEND child. Parents are involved at each stage and encouraged to give feedback from their own viewpoints. Parents can request a meeting with class teachers and the SEND team at anytime to discuss any concerns they may have. |
| **14. Who can I contact for further information?**  *Who would be my first point of contact if I want to discuss something about my child?*  *Who can I talk to if I am worried?*  *Who should I contact if I am considering whether my child should join the setting?*  *Who is the SEN Coordinator and how can I contact them?* |
| When considering our school the first point of contact would be the Head, Mrs Caroline Lloyd. After that initial discussion a meeting with the class teacher, SENDCo or SEND team may be called if necessary.  Our SENDCo is Mrs Rebecca Rousse and can be contacted via the school secretary.  *Please also refer to our school policies on website:*  *Accessibility Plan, More Able and Talented Policy, Inclusion Policy, SEND Policy, The School Local Offer.* |

**Now, please publish these answers on your own website so that families looking at your service will know what you can offer. And make sure that the Local Offer directory has the answers too:**

**RETURN TO: Family & Young People’s Information Service (FYi) Manager** [**esther.olawande@cityoflondon.gov.uk**](mailto:esther.olawande@cityoflondon.gov.uk)