

# The Local Offer

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Name of Setting: St Pauls CE Primary School Planet Play and Gigantic Bowl of Cereal

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Name of person to contact: Mrs C Hurst

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## *My child has SEND. I would like to look around. What do I need to do?*

Please ring the school office to arrange a visit. The following information will help you before you arrive. We have one class per year group and an excellent staff-to-pupil ratio allowing us to carefully monitor every child's progress and support them to develop as individuals. We value and welcome all of our children and don't discriminate on the grounds of gender, ethnicity, culture, religion, medical need or ability. We follow the Leicestershire County Council SEN policy. If a child has a specific special educational need, parents and school work together to create an Education Health Care Plan where appropriate support strategies are agreed and clearly explained. Some pupils receive support from outside agencies alongside the support offered by the school. Other children may need additional support and our provision map identifies all of our pupils' needs allowing us to allocate our own support staff to individuals and groups at specific times each day.

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## *How will my child and I be made to feel welcome and how will you get ready for my child coming?*

All children of all abilities are welcomed to St Paul's. We pride ourselves on the fact that a diverse range of pupil needs and abilities are met through precisely targeted classroom teaching also known as 'Quality First Teaching'. For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- Regular assessment supports precise target setting which informs teacher planning.
- Teachers and other adults are acutely aware of their pupil's capabilities and of their prior learning and understanding and plan very effectively to build on these.
- Teacher planning and delivery is differentiated in a variety of ways for a variety of needs.
- Half termly targets for Reading, Writing and Maths are precisely differentiated for your child.
- Teaching is highly effective in inspiring pupils and ensuring that they all learn extremely well.
- Specific strategies are in place to support your child's learning.
- Teachers systematically and effectively check pupil's understanding using the information to impact on the quality of learning.
- Resources are available to support specific needs and make a marked contribution to learning
- All classrooms are dyslexia friendly

Despite this excellent provision some children will need additional support to reach their age related expectations. Information about policies for making provision for pupils with special educational needs. Targeted Support or Intervention. This may be:

- Delivered in the classroom or another quiet space or larger space.
- Delivered by a teacher or a trained teaching assistant.

These children will have been identified by the class teacher and senior staff as needing some extra support in school. They receive planned interventions, which are precisely targeted to accelerate their progress and raise their attainment. For your child this could mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan or an intervention framework or progression.
- 1-1 support may be given e.g. additional daily reads
- Assessments may be undertaken e.g. Initial Dyslexia Checklists, Graded word spelling, BPVS, Phonics Small Step Trackers, Standardised Tests for Literacy, Diagnostic Reading tests or The York Assessment for Reading and Comprehension. This type of support is available for any child who has specific gaps in their learning in reading, writing or maths.

**Additional Support Requirement** If progress is not seen after such group interventions have been fully delivered and assessed, then further investigation, assessment or individual work needs to be put into place and planned. This may include advice and support from outside agencies, such as Speech and Language therapy, Educational Psychologist, Occupational Therapy groups, or Learning Support teams. This is known as Stage 3 of the SEN Code of Practice: This will result in the child being placed on the SEND register, which means they have been identified by the class teacher, SENCo or Head teacher as needing some extra, specialist support in school from a professional outside of the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- Specialist Teaching Team
- Educational Psychologist Assessments
- Autism Outreach Team

For your child this would mean:

- Your child will have been identified by the class teacher/SENCo (or you will have raised your worries with school) as needing more specialist input in addition to quality first teaching and intervention groups.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them fully in school.
- An assessment may be undertaken and a diagnostic report produced. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support the impact on their learning.
- Support to set individual small step targets which will be informed by their specific expertise
- Provision of a group run by school staff under the guidance of the outside professional e.g. a social skills group
- Group or individual work with the outside professional

The school may suggest that your child needs some degree of individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups. You will be fully involved in this process and have opportunities to meet with professionals in school. Referrals

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can also be made to support you as a family e.g. Supporting Leicestershire Families Team, CAMHS etc. Specified Individual Support for Your Child. This was usually provided via a Statement of Special Educational Needs and now by the new Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo or other professional as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside of the school. This may be from:

- Local Authority central services such as the Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- Education Psychologists
- Autism Outreach Team
- Menphys
- CAMHS

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. Sometimes the Local Authority SEN team may not think that your child needs this so they will ask the school to continue with the support on the SEN register, with resources which are ordinarily available to school. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support which is ordinarily available and also set up a meeting in school to ensure that SEN Support plan is in place to ensure that your child makes as much progress as possible. Your child's Statement or EHC Plan will outline the number of hours or equivalent funding agreed to support your child's needs and a plan will be received from the LA, detailing 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 child. The additional funding may buy resources to support the EHC Plan, or employ an additional adult to support your child with whole class learning, run individual programmes or run small groups which include your child. This type of support is available for children whose learning needs are:
- Severe, complex and lifelong
- Need more than 20 hours of support in school

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## *How accessible are your premises?*

We are partially wheelchair accessible and provide portable ramped access as necessary

- School will discuss all additional needs and make reasonable adjustments to fully include all pupils with SEN, disability or medical need in all aspects of school life.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities, visits and trips are accessible for children with SEND.
- Our 4+ classroom is fitted with sound system for children with hearing impairment
- We have disabled shower, changing and toilet facilities.
- We have one designated disabled parking bay

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## *How will you keep my child safe?*

Our provision map ensures that key adults are deployed for specific support or intervention allowing continuity for pupils and parents. Social skill groups are run by trained staff and we provide self-esteem groups four afternoons a week allowing children to discuss or raise any concerns they may have. As an inclusive school all pupils have access to the curriculum and wider aspects of the school and form members of school council, forums, and prefect jobs. We have a clear medical needs policy and accessibility plan available on our website ensuring that no child is discriminated against. Children with medical needs have Individual Health Care Plans in place.

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## *How will you communicate with me what my child has done, enjoyed and learnt?*

Support for parents

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDco is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, or where this is not possible, a report will be provided.
- Statement of SEN Support Plan /EHC Plans will be reviewed with your involvement each term.
- Homework will be adjusted to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Review meetings will be offered at school (in addition to normal reporting methods) and any professionals working with your child may be invited.
- Your child will be fully involved in SEN support plan reviews and their views will be actively sought so that school does not rely solely on the views of parents.

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## *How do you work with other professionals?*

Agencies and individuals that provide support for pupils at St Paul's

Directly funded by the school:

- One SENCo
- One SENCo Assistant (Teacher)
- Eight Teaching assistants (some are part-time)
- Educational Psychologist
- Specialist Teaching Service

Paid for centrally by the government or local authority which can be delivered in school:

- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Disability Outreach Service
- Autism Outreach Service
- Supporting Leicestershire Families Team
- LCC Social Care Team

Provided and paid for by the Health Service which can be delivered in school:

- School Nurse
- Occupational Therapy

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## *What training have you/your staff had in SEND?*

Our SENCo is currently undertaking the National Qualification for Special Needs Co-ordinators and also accesses Local Authority training and net-work groups. She actively supports class teacher in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes:

- Whole school training on SEND issues such as reading coaching, dyslexia and dyspraxia.
- Whole school training on medical needs such as asthma, allergies and supporting children with epilepsy.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children or groups.
- Specific teachers are more intensely trained to administer diagnostic tests e.g. Initial Dyslexia Checklists, Graded word spelling, BPVS, Phonics Small Step Trackers, Standardised Tests for Literacy, Diagnostic Reading tests or The York Assessment for Reading and Comprehension.
- Training for specific intervention packages are undertaken by teachers and Teaching Assistants. These are accessed through the off-site training e.g. FFT, Webinar training e.g. Catch-up or in-house training e.g. 5 minute box.
- Specific staff also access the training or expertise from outside professionals through observation and discussion e.g. Autism Outreach Team, Occupational Therapists, School Nurse, Education Psychologist etc.
- Whole staff training on disability awareness and pupils with medical needs.

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## *How will you adapt play opportunities for my child?*

N/A

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## *How will you get ready for my child going to his/her new school?*

We recognise that a child with SEND may require additional support when transferring schools, key-stages or indeed classes. Induction packages are offered at each stage (including class transfer) to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will arrange meetings with appropriate staff from the receiving school, parents and other professionals as necessary.

If your child transfers to our school:

- We will follow the steps above with the transferring school
- Induction visits will always be offered

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- All SEN support plan will be shared with the new teacher.
- Transition class visits begin in the summer term so that your child is fully prepared for September

In Year 6:

- The SENCo and class teacher will discuss the specific needs of your child with the SENCo of their secondary school, and arrange a transfer plan for children with an SEN support plan or EHCP.
- Your child will be fully involved in their transition plan to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school

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## *How will you and I know how my child is doing and how will you help me to support my child's learning?*

The arrangements for assessing and reviewing the progress of pupils with special educational needs How progress is measured Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every half term in reading, writing, numeracy and assessed in line with their year group objectives.
- Interventions have specific ongoing assessments e.g. Phonics Trackers or FFT Trackers.
- At the end of each key stage (i.e. at the end of FS2, Year 2 and Year 6) all children are required to be formally assessed using the EYFS profile or Standard Assessment Tests (SATS). This is something the government requires all schools to do. The results are published nationally.
- Children on the SEN register will have an SEN Support plan or Statement of SEND/EHC Plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and welfare