

Eccleston Mere Primary School



**THE LOCAL
OFFER**

What is the local offer?

'Our local offer' is information for parents/carers of children who have Special Educational Needs or a disability (SEN/SEND). The information contained outlines the support and provision they can expect to receive whilst attending this school.

Support for your child at Eccleston Mere Primary School

At Eccleston Mere Primary School our primary aim is to help every child achieve the very best they can. Sometimes a child may need additional support for some or all of their time at school.

How are Special Educational Needs defined?

"Children have a Special Educational Need if they have a learning difficulty which calls for special educational provision to be made for them" and "Children have a learning difficulty" if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Educational Authority."

Who are the best people to talk to in school about my child's learning/Special Educational Needs or disability (SEND)?

At Eccleston Mere we have a highly experienced team of staff who may be involved in supporting your child.

Class Teacher

- Your child's teacher would be the first person with whom to discuss any concerns with.
- The class teacher is responsible for checking on the progress of your child, planning for and delivering any additional help needed.
- The teacher may write an Individual Educational Plan (IBP) and share and review these with you and your child each term.
- If you are not happy that your concerns are being managed and your child is still not making progress you should contact the school SENCo (Mrs. Noblett Acting KS1 / Mr. Barber Acting KS2) or Acting Head Teacher (Mrs. S Hesketh).

Special Educational Needs Co-ordinator

Mrs Amanda Noblett is school's named KS1 Acting SENCo, and Mr. Scott Barber is KS2 Acting SENCo. They can be contacted via the school office on (01744) 678280.

It is their responsibility to:

- Co-ordinate all support for children with SEN

- Ensure that parents are involved and supported in their child's learning journey
- Liaise with all other professionals who may work with your child
- Update the school's SEN register and monitor individual children's progress
- Provide specialist support for teachers and support staff so that children with SEND can achieve their best.

Head Teacher

Mrs. Sue Hesketh is Ecclestone Mere Primary School's Acting Head Teacher and can be contacted via the school office on (01744) 678280.

It is her responsibility to:

- Oversee the support for children with SEND and ensure that your child's needs are met
- Ensure that the Governing Body is updated with any issues relating to SEND.

SEND Governor

The Governing Body, in co-operation with the Head Teacher :-

- determines the school's general policy and approach to provision for children with additional needs and disability.
- establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- has appointed a committee to take a special interest in the school's work on behalf of children with additional needs and disability.

What is the code of practice for children with a Special Educational Need?

In September 2014 the government replaced two SEN categories of School Action and School Action Plus with a new single category called '**additional SEN support**'. This is a more simplified, rigorous approach which will focus the system on the impact of the support provided to the individual child.

All children and young people from age 0-25, who have significant special educational needs will undergo an Education Health and Care (EHC) Assessment (unless their parents, carers or the young person opt out of the new system). This will lead to an '**EHC Plan**' instead of a 'Statement

of SEN'. An existing 'Statement of SEN' will be transferred into an 'Education, Health and Care' Plan (EHC Plan).

As a school we will continue to identify need and ensure provision is in place.

Early identification of children that may have Special Educational Needs is important, as is close co-operation between school and parents.

- Raising a concern is the initial stage of this process.
When a teacher observes that a child is not responding as expected or is having increasing difficulties in learning or behaviour, the teacher will seek advice from the SENCo and try alternative strategies in the classroom to resolve the problem.
The teacher, SENCo and parents will discuss the strategies that have already been tried and together they will judge the progress that ought to have been made and whether there are any other factors, which may be affecting the child. The parents may be able to help support the school in helping their child.
If teachers and parents agree that interventions which are additional or different from the school's differentiated curriculum and other strategies are needed, this triggers additional SEN support as follows.

Information needs to be collected from

- the class teacher
- the SENCo
- any professional working with the child in health or social services, with the parents' agreement
- the parents

The SENCo may also

- carry out any further assessments needed
- plan future support with the class teacher
- monitor and review any action taken

The class teacher can

- plan and deliver an individualised programme
- work with the child on a daily basis

The SENCo and/or the teacher should

- consult with parents about the plan
- inform the parents about progress

Other school action might include:

- different learning materials

- special equipment
- individual or group support
- staff development in the use of alternative strategies
- adult time to plan interventions and/or monitor progress

An Individualised Education Plan (IEP) needs to be kept in detail; two or three short term targets, strategies, provision, review dates, success criteria and the outcomes of reviews, including parents' views.

The I.E.P. should record details that are additional to and different from the differentiated plan for the class. The I.E.P. should be discussed with parents and child.

If the child continues to make little or no progress in learning or behaviour, the school will need to seek help from outside agencies.

The interventions already implemented will need to be reviewed with some or all of these people

- the class teacher and learning support assistant (LSA)
- the support teacher
- health or social service professionals
- the English and Mathematics co-ordinators

They will consider the strategies tried, the targets set and any progress that has been made.

A new I.E.P. should be written to include new targets, new strategies and any specialist assessments needed from those already involved with the child, or from other specialists, such as Educational Psychologists. The agreement of the parent must be obtained before doing this.

Any further advice that is sought must be recorded, together with the results of the advice and the interventions taken. The parents and child should be involved in the drawing up of the I.E.P.

The class teacher is responsible for carrying out the interventions set out in the I.E.P. If the strategies employed do not result in an improvement in the child's learning, then further advice will be sought.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally every term against age related expectations.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do.
- An IEP (Individual Educational Plan) will be reviewed in consultation with parents and the child, every term and a plan for the next term made.
- The progress of children with a 'Statement of SEND' or 'EHC Plan (Educational, Health Care Plan)' will be formally reviewed at an Annual Review with all professionals involved with the child's education in attendance.

How will school let me know if they have any concerns about my child's learning in school?

- Early identification of children with additional needs is very important. Staff at Eccleston Mere are highly effective in recognizing any difficulties a child may be experiencing.
- In the Foundation Stage the 'Early Years Profile' is one tool that is used to identify problems that a child may be experiencing, but also the teacher's expertise is relied upon.
- There are regular discussions between the SENCo and staff and formal meetings are held during each term, where concerns regarding children are raised and the progress of others discussed. All children have vision and hearing tests during their foundation year and their parents will have the opportunity to talk to the school nurse about any health concerns.
- If your child is identified as not making progress, then a meeting with you, the class teacher and SENCo will be arranged to discuss the concerns in more detail.

What are the different types of support available for children with SEND at Eccleston Mere?

- All pupils at Eccleston Mere receive quality first teaching from experienced staff.
- A range of teaching and learning styles are used and appropriate targets set that are well matched to a child's need.
- When a child's learning need has been identified specific programmes could be delivered to improve learning.

It could include the following:

- Wave 3 Literacy intervention to develop reading and writing skills
 - Social skills group
 - Speech and Language Therapy programmes
 - Physiotherapy/Occupational Therapy programmes
 - 'Living Language' programme to develop speech and language skills
 - 'Hickey' to develop literacy skills
 - 'RM Maths' ICT programme
 - 'My Maths' ICT programme
 - Y5/Y6 Booster classes/groups in literacy and numeracy
 - Pastoral Mentor intervention programme to support emotional well-being
 - First Class @ Maths
 - Success at Arithmetic
 - 'In Sync'
 - 'Nessy'
 - Beat Dyslexia
- In addition, staff at school work very closely with a wide range of professionals and external agencies and seek their advice and input into your child's differentiated learning programme.
 - This could include support from the following services:
 - Speech and Language Therapy (SALT)
 - Physiotherapy
 - Occupational Therapy
 - Behaviour Improvement Team (BIT)
 - LASC (Language and Social Communication)
 - EAL (English as an Additional Language)
 - Learning Support Service (LSS)
 - Educational Psychology
 - CAMHS (Child, Adult Mental Health Services)

- School Nurse who works closely with us and families of children who have a medical need. If a care plan is required this would be completed by the nurse with the parent.

What support is available for my child's overall well-being?

- In addition to your child's class teacher, Mrs Riley our Pastoral Mentor, is responsible for the emotional well-being of our children. Behaviour problems can be discussed with Mrs. Riley as can any attendance issues and associated problems.
- Should the behaviour of a child become a greater cause for concern then a meeting with parents will be arranged and possibly an Individual Behaviour Plan (IBP) created.
- Advice and input from other professionals such as Behaviour Intervention Team (BIT) or Educational Psychologist could also be called upon.
- All staff are paediatric first aid trained and are able to administer medicines with parental permission and in-line with school policy.
- The care of a child with a greater medical need would in the first instance need to be discussed with Mrs Hesketh, Acting Head Teacher, so that a plan of care could be implemented and training needs for staff identified.

How is extra support allocated to children?

- The school budget, received from St Helens LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Deputy Head discuss all the information they have about SEND in the school, including:
 - the children receiving extra support already
 - the children requiring extra support

- the children who have been identified as not making as much progress as would be expected. They decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as necessary.

How will I know how my child is doing?

- In addition to the termly parents' evenings and end of year report review meetings will be held, as a minimum each academic year.
- Eccleston Mere operates an 'open door policy' which enables you to arrange to speak to your child's class teacher when you need to.
- Home school diaries are also an important tool used for effective communication between home and school.

What other facilities are available for children with SEND at Eccleston Mere Primary School?

Sensory Room

This room is used by many children in the school and is of particular benefit to those children with complex needs. Resources within the room are used sympathetically to meet individual needs. Resources include a projector, bubble tubes, fibre optics and sensory boxes.

Woodland Area

A mature woodland area allows the children to explore using their different senses. It is often used throughout the school year to enhance experimental learning. Examples of activities include, tent-building, campfire, cooking and mini-beast hunting

Lift

There is a lift in the school building that enables access to the upper floor.

Changing room

A disabled changing room is located on the upper floor of the school.

Other facilities include: a designated room for music, a dance and drama studio and large school grounds.

Soft Play Room

How are the teachers in school helped to work with children who have additional needs?

- All staff at Eccleston Mere Primary are teachers of children with additional needs and as such training is an inherent part of Continued Professional Development.
- It is our policy at Eccleston Mere to encourage all staff to develop specialist skills in additional needs and disability. Recent training has included:
 - Asthma and Epilepsy training
 - First Aid training, including CPR for babies and infants
 - 'Team Teach' training
 - Epipen training
 - All staff are Paediatric First Aid qualified.

What support do we have for you as a parent of a child with Special Educational Needs?

- At Eccleston Mere we recognise that parents play a key role in the growth and development of their children.
- With this in mind, we try to ensure full co-operation between school and parents so that all are aiming for the same goal - that of enabling your child to reach his/her full potential.
- Whilst parents are very welcome to chat to class teachers about their child's progress, more formal meetings are arranged each term where parents can discuss at length, the provision of IEP's and the impact of these plans on their child's learning.
- Mrs Noblett (KS1) / Mr Barber (KS2) (Acting SENCo) or Mrs Riley (Pastoral Mentor) are available to discuss your child's needs.
- Support services if required, such as 'Parent Partnership' will be signposted to the parent.

- All information from outside professionals will be discussed with you, and with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- Home work will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you.

How will we support your child when they are moving to another class or leaving school?

Moving classes

Class teachers will discuss your child and their needs in detail. All current assessment data and IEP's will be transferred.

Moving to another school (Y6 to Y7)

- Mr. Barber (Acting KS2 SENCo) will contact the SENCo of your child's next placement.
- A transition meeting will be arranged for you, and the SENCo from the next placement, to attend so that your child's needs can be discussed. A set of targets will be agreed and a plan put into place.
- Visits to the new school will be arranged for your child, should this be necessary.

Moving to another school

- The school SENCo will be contacted and all information relevant to your child's needs will be passed on. This will include all recent assessments and a copy of documentation.

What specialist services and expertise are available at our school?

Many specialist services are accessed at our school. These include:

- Speech and Language Therapy (SALT)
- Physiotherapy
- Occupational Therapy
- Behaviour Improvement Team

- LASC (Language and Social Communication)
- EAL (English as an Additional Language)
- Learning Support Service (LSS)
- Educational Psychology
- CAMHS (Child, Adult Mental Health Services)
- School Nurse
- Pastoral Mentor

Will my child be included in activities outside of the classroom, including school trips?

- All children are included in curricular activities in school. Modification of these activities may be needed.
- Children with SEND access a number of trips, for example Taylor Park, Acorn Farm, Spaceworld. All necessary risk assessments are completed before the trip and the required adult to child ratio adhered to.

What other professionals can I contact for help, advice and support?

- Parent Partnership (01744) 677368
- School Admissions (01744) 671035
- School Nurse (01744) 816831
- Speech and Language Therapy (01744) 646548
- Occupational Health and Physiotherapy (01744) 646556
- Children's Disability Service (01744) 673900
- Inclusion Officer, Atlas House (01744) 671105

What recognition does Eccleston Mere Primary School have for supporting children with SEND?

"The provision for pupils with special educational needs is excellent. They make excellent progress"

Ofsted 1999

"I loved the way the children with special needs were integrated seamlessly into the life of the school"

The Rt. Revd. James
Jones (Former Bishop of Liverpool)

"Staff look after you really well and provide challenging work to suit each pupil. No-one is overlooked, including those pupils with severe difficulties. This not only creates a happy atmosphere, but makes sure each of you gets the chance to do your best"

Ofsted 2009

School achieved ' IQM- Inclusion Quality Mark' 2014/2015

What is the procedure for a complaint of my child's additional needs provision?

Any parent who has any concerns about any aspect of their child's additional needs provision, should first approach the class teacher who will be happy to discuss the work that is taking place. If clarification is needed the SENCo will discuss the matter further. Mrs. Hesketh, the Acting Head Teacher or Chair of Governors, may also be approached if the situation remains unresolved.