



*The Caring Path to Achievement,
Reflecting the values of Christ.*

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SEN School's Local Offer

Adopted Summer Term 2014

Signed : *G Cross*(Chair)

Signed: *Diane Bate*(Headteacher)

At The District Church of England Primary School we aim to support every child in order for them to achieve their full potential. To enable us to do this, many steps are taken to support each child on his/her learning journey. Quality first teaching is vital for all; however for some children there are occasions when further positive support may be needed to help them to reach their targets and goals.

What is 'The Local Offer'

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN (Special Educational Needs) and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

The St. Helens framework will allow the Local Offer to provide parents/ carers with the information about how to access services in their local area, and what they can expect from those services. With regard to Education, it will let parents/ carers of young people know how schools and colleges will support them and what they can expect across the local setting.

Here are some answers to questions that you might have about The District Church of England Primary School's Local Offer.

1. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Leadership Team within the school. Any concerns about a child are dealt with immediately with the relevant professionals informed. Parents are able to discuss their child with either the class teacher, the Special Education Needs Coordinator (SENCO) or the Leadership Team.

2. How will school staff support my child/young person?

Class teachers are required to plan the curriculum for every child within their class and children with special educational needs are given an individual education plan (IEP) to meet their needs. This IEP is developed alongside the child. The plan has two or three key targets which are small, measurable, achievable and relevant. The plan identifies any outside agencies who may be involved with the child. IEPs are reviewed each half term with the child and shared with parents. All correspondence about any SEN child is passed to the school's SENCO who also monitors IEPs termly. The school also has a designated School Governor who monitors SEN across the school and meets the SENCO to do this. The school SENCO meets termly with the Educational Psychologist, the Behaviour Support Team and the Local Authority Inclusion Officer. Any child needing support will be identified to the relevant professionals and given any support necessary. If a child requires Speech and Language support, school, with the permission of the parents, will put in a referral.

3. How will the curriculum be matched to my child's/young person's needs?

Through 'Quality First Teaching', school provides a curriculum to meet the needs of all children. All lessons offer the challenge and support necessary for each child to learn and where necessary differentiation occurs through the work set, questions asked, support given, or outcomes expected.

4. How will I know how my child/young person is doing and how will you help me to support my child's learning?

We operate an open door policy at our school. We strongly welcome parents and carers who wish to discuss their child's education and it may be helpful at this point to arrange an appointment to meet your child's class teacher or the SENCO. These appointments will enable a time to be set for a productive meeting. Pupil, teacher and parent progress meetings are held twice each academic year for you, alongside your child, to discuss your child's progress. In addition, children who are on the SEN register are given opportunities to discuss and review their IEP in depth each term. Strategies are discussed at these meetings for parents/carers to support their child's learning at home. Teachers are available to discuss any concerns or issues throughout the school week. All children's progress is tracked using school's data tracking. Annual reports for parents are also written for every child.

5. What support will there be for my child's overall well-being?

The District Church of England Primary School is a church school and provides a strong Christian ethos underpinned by Christian Values including friendship, trust, compassion, love, forgiveness and endurance. We work hard to ensure that all children are supported socially, emotionally, spiritually and pastorally by staff who know the children. School offers a wide range of activities within school to support their social and emotional development such as residential trips, school visits, educational trips, links with the community and a range of cultural visits.

SEAL (Social, Emotional Aspects of Learning) contributes to personal development by promoting social and emotional aspects of learning and it delivered as part of the curriculum across the whole school.

School has a medicine policy which supports parents/carers with the management of their child's medication within school and staff regularly undergo training in key areas such as asthma, diabetes and the use of EpiPens. If a child comes into school with a specific need, the school nurse will provide the relevant staff with training and provide an appropriate individual care plan. The school also has trained first aiders within school and at least one will be present on any visit outside of school.

The school has a system where Year 6 pupils serve others as 'Stars' supporting the schools Christian Values, many are also play leaders on the playground.

School has a Behaviour Policy which is known, used and adhered to by all staff across the school. Exclusions are rare in school and this is due to the high expectations school has of children's behaviour and learning and relies upon the support from parents/carers to maximise this. Children who need specific support with their behaviour will be identified and support offered. This support will range from close support and encouragement from key staff to extra support in the classroom including interventions and support from the Behavioural Support Team where necessary. Good behaviour is celebrated and praised across school in a variety of ways.

Our school uses restorative justice as a key strategy to work through and reduce conflict consistently.

Incentives to promote excellent school attendance include a special play time as an end of term treat. Parents are supported and school will send texts or ring home to query a child's non-attendance at school. School also employs its own Attendance Officer who supports school and parents while ensuring children attend school regularly and on time.

6. What specialist services and expertise are available at or accessed by the school?

School seeks to employ the best possible staff trained to educate and care for children throughout their primary years. Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and any social and emotional problems children may experience. School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include Speech and Language, Child Psychology, Child and Adolescent Mental Health Service (CAHMS), Behaviour Support, Visual Impairment team, Hearing Impairment Team, Early Intervention Team, Social Services, Paediatricians and the School Health Service.

7. What training are the staff supporting children and young people with SEND had or are having?

Staff receive regular training from the Health Service around key medical issues which could arise for children. Individual staff are trained in First Aid and are strategically placed around school. The SENCO attends L.A. training and attends key regional training' which is then shared with all staff. All staff are Team-Teach trained which provides staff with 'a framework to equip individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm. The SENCO provides in-house training on developing IEPs and around specific requests from staff, or as necessary to support a particular child or group of children. Where necessary, specialist training is brought into the school. For example the Behaviour Support Team has provided school with training around a range of social and emotional needs including restorative justice and also they have supported staff with Team-Teach training.

8. How will my child/young person be included in activities outside the classroom including school trips?

The District Church of England Primary School is fully-inclusive and all children attend all events and trips and are encouraged to take part in all activities both within and outside of school. Where necessary, extra support will be provided to ensure full participation by all children and parents are fully informed as to the trips and activities open to every child. Very often trips and educational visits are subsidised by the Friends of District (PTFA) to ensure all children can access these extra-curricular activities.

9. How accessible is the school environment?

The District Church of England Primary School has wheelchair access. There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability. The school has carpets within learning areas and lower ceilings which promote a better auditory and visual environment in which to learn. The use of computers, iPods and iPads enable all children to have access to new technologies to support their learning.

10. How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

School encourages parents and children to visit the school and meet their new teacher prior to joining the school. A member of the Leadership Team will show the child and parents around school and be available to answer any questions. Often children help to show new children and their parents around the school with the member of the leadership team. Each class spends a day with their new teacher before moving on into the next year group. This is called a class swap day and happens in the summer term. Nursery and Reception children have visits to school in the summer term prior to them starting school. Year Six children have time to visit their new high school. The SENCO has meetings with each of the foundation stage settings that feed children into our school and meets with the SENCO from the high school to discuss the children moving into the next stage of their education.

11. How are the school's resources allocated and matched to children's special educational needs?

Each spring our school receives an amount of funding to help ensure the curriculum is available for all SEN pupils within its delegated budget. This funding provides programmes for children who require Wave 2 intervention. For example it contributes to learning support staff throughout school. We also fund the first 15 hours for pupils with complex individual needs who may also receive top up funding from the Local Authority to enable them to have additional support from a designated learning assistant.

The current pupil premium and pupil premium plus funding allocation from 1st April 2014 to 31st March 2015 for The District Church of England is £217,000. The details about this premium and the impact of it can be seen on the school web site.

12. How is the decision made about what type and how much support my child will receive?

The school curriculum is differentiated to meet the needs of all children and this differentiation can take the form of: targeted questions, a change to the curriculum, support within the classroom by the class teacher or support staff and on occasions the format in which tasks are given may be different. After discussing a child's specific needs alongside the parents/carers and the child, the decision to give children extra support is determined in the first instance by the class teacher. He/she will make that decision if it is felt a child is not making sufficient progress in any particular area. This will be noticeable and discussed at regular pupil progress meetings between class teachers and the leadership team. Depending on the need, the class teacher will make the decision of how to support a child. If a class teacher decides that a child needs more specialised help or more targeted support he/she will speak to the SENCO, who will determine if specialist advice is needed. The specialist support will be dependent on the need of the child but the professional involved could include: Speech and Language support, Educational Psychologist support, CAMHS support. Further to this, the school holds termly 'Planning and Consultation Meetings' at which the SENCO takes a clear lead with other professionals who are called together to discuss provision for supporting children and families in school.

13. Who can I contact for further information?

School has a 'meet and greet' policy which means members of staff are at the doors every morning to meet the children. At this point parents/carers could ask for a meeting to discuss their child with the class teacher. If parents/carers felt that they wanted to discuss their child and their specific needs or any concerns they may have, they can either, make an appointment to see a member of the Leadership Team, Head Teacher, or SENCO within the school.

If you are considering sending your child to The District Church of England Primary School, you can ring the school on 01744 678250 to make an appointment with the Head Teacher to arrange a visit to the school. During the visit you will be given a tour of the school by a Senior Leader. At that point you will be given opportunities to discuss your child's specific needs and ask any questions relating to your child's education.

Sometimes we use abbreviations.
Here is a list of the most useful SEN terms.

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

BESD - Behavioural, Emotional, Social Difficulties

BSL - British Sign Language

CAMHS - Child and Adolescent Mental Health Services

COP - Code of Practice

DFE - Department for Education

DLA - Disability Living Allowance

EBD - Emotional and Behavioural Difficulties

EWO - Educational Welfare Officer

FE - Further Education

HI - Hearing Impaired

ICT - Information and Communication Technology

IEP - Individual Education Plan

LA - Local Authority

LD - Learning Difficulty

MLD - Moderate Learning Difficulties

MSI - Multi-Sensory Impairment

OT - Occupational Therapist

PD - Physical Disability

PMLD - Profound Multiple Learning Difficulties

PPS - Parent Partnership Service

PRU - Pupil Referral Unit

PSP - Pastoral Support Plan

RA - Reading Age

SA - Spelling Age

SALT - Speech and Language Therapist

SEN - Special Educational Needs

SENCO Special Educational Needs coordinator

SEND Special Educational Needs and Disabilities

SLD - Severe Learning Difficulties

VI - Visual Impairment