

St.Peter and St.Paul's Catholic Primary School

Local Offer



Mission Statement

*Following in the footsteps of
St Peter and St Paul, we love, learn and grow together*

Headteacher: Mr Kevin Reid

Special Educational Needs Coordinator: Miss Keeley Tunstall

Special Needs Governor: Mrs Mary Wilson

At St.Peter and St.Paul's Catholic Primary School we strive to ensure that all our children reach their full potential. This 'Local Offer' document has been written to reassure all of our parents / carers that if your child does need additional help and support in school to achieve their potential, or indeed if you need extra help then that is what we will do our utmost to provide. Below, we have written a series of the most frequently asked questions and answers covering the concerns that parents may have if their child has special needs. At the end of the document there is a brief form that parents may wish to fill out to suggest any improvements they would make to this document from their point of view as a parent.

Content of Questions:

The questions and answers in the document are quite formally written (as they need to be) and so we have summarised the general areas of those questions below (in the order they are answered) to make it easier for you to find what you want, and tell us what sort of details we may have missed out which can help you to play a full part in your child's education.

- What is the 'Local Offer' all about?**
- What does it do for me as a parent?**
- How can the school tell if my child has special educational needs?**
- How will the school make sure that my child does as well as they can?**
- How will I know how my child is getting on?**
- What sort of help will I get?**
- How can I contribute to my child's progress?**
- How will the school make sure that my child's social progress is secured?**
- Will my child be able to experience everything that the other children do?**
- What will happen if my child has a lot of extra needs?**
- Are the staff who are supporting my child appropriately trained?**
- How much access to school and staff will my child and I have?**
- What happens to my child's support if they move school or change class?**
- How do I know that my child has their fair share of the resources?**
- Who can I contact for more information on all this?**

What is 'The Local Offer?'

The 'local offer' was first introduced by the government (March 2011) as a way of identifying and explaining all of the services available to support disabled children and children with SEN and their families. The 'local offer' is information for parents/carers of children who have additional needs, a specific Special Educational Need (SEN), or a disability. The information here outlines the support and provision that you, as parents/carers, can expect your child to receive whilst attending St.Peter and St.Paul's Catholic Primary School. In our school we consider that pupils who have a long term difficulty or need that will need ongoing attention throughout their schooling to have a special educational need.

What will it do?

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. 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. In Ss. Peter and Paul this will result in all children with an SEN (and their parents) receiving a high level of support and accessibility to school resources.

Here are some answers to questions that parents/carers might have about Ss. Peter and Paul's Local Offer.

1. How does the school know if my child may have special educational needs and how will I know?

From the very beginning of a child's time in Ss Peter and Paul all children's standards and progress, academic, social and emotional, is constantly monitored by teachers and the Senior Management Team within the school. Detailed records are kept and regularly scrutinised and considered. All potential concerns are dealt with immediately and the relevant staff (including the senior leadership of the school) are informed. Parents are also informed of any concerns and are encouraged to discuss their child with either the class teacher, the SENCO (Special Needs Co-ordinator), the Senior Leadership Team or some combination of those professionals, depending on how the child's needs may be best met. .

2. What about the day to day curriculum experienced by my child? How will it meet their needs?

All work, every day, for all children, is adapted to their individual needs based on detailed tracking, planning and analysis which is checked by the senior leadership team. This level of analysis includes planning for specific provision for your child. In everyday terms this results in the following:

All children are provided with High Quality Teaching at all times.

All lessons experienced by your child are planned and written following analysis of their work and progress to ensure that their needs are met and difficulties addressed.

The culture of high expectations means that all children are pushed to achieve all they can and enabled to overcome many of the barriers to learning that they face.

Access to specific resources and personnel is a priority for children with SEN.

Children with SEN will be supported by staff, over and above the class teachers, wherever this is possible and beneficial, both in and out of the classroom.

3. How will I know how my child is doing and how will the school help me to support my child's learning?

Ss. Peter and Paul always encourages close links between home and school, particularly for children with SEN in order to maximise their progress and success. This is done in a number of ways, including: Home school books, regular organised meetings, an open door policy for parents to access the staff at any time in relation to their child's progress and life in school,

parents evenings etc.. We also feel that it is important for staff to access parents when any concerns emerge so that we can work together to overcome those concerns. Children's progress is shared with parents throughout the year during parents evening and curriculum targets are sent home. Other communication you will receive will include the class teacher or SENCO contacting you regarding any referrals to outside agencies to support your child's learning. All Individual Education plans are discussed and reviewed with parents twice a year. All children are tracked using school's data tracking. Annual reports are written for every child.

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

We are very aware that when children find school work tough it can be very draining and disheartening for them and their self-esteem may well suffer in due course. With this in mind we ensure that we monitor children's overall well-being beyond the academic. In this regard we:

- Ensure that all children are supported socially and pastorally by staff, who know the children well.
- Have as a high a ratio of staff to children as we can, with all teachers and TA's strictly timetabled to maximise support.
- Offer a wide range of activities within school to support their social and emotional development such as school visits, educational trips, and links with the community and a residential trip in Year 6.
- Deliver a programme of social and emotional support as part of the curriculum across the whole school.
- Have 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, the use of defibrillators and the use of Epi-pens.
- Have trained first aiders within school and at least one will be present on any visit outside of school.
- Create a health care plan for any child in need of one, to ensure your child's medical needs are met
- Have a very strong behaviour policy which ensures a calm and secure atmosphere throughout the school
- Ensure that any children who need specific support with their behaviour will be identified and support offered.
- Support Parents with any issues regarding their child's behaviour and enable them to work with school.
- School has its own EWO (Education Welfare Officer) who will support school and parents with ensuring children attend school regularly and on time.

5. What if my child has a high level of need?

As a part of our support for all children Miss Tunstall regularly holds multi - agency meetings in which children with significant needs are discussed. In this regard:

- School employs staff trained to educate and care for children.
- Staff are trained regularly in identifying and supporting children with specific difficulties.
- 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, CAMHS,

Educational Psychologist, Behaviour Support, LASCS, Early Intervention, Social Services, Paediatricians and the School Nurse.

6. What training have the staff supporting children with SEND had?

- All 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 can provide school with training around a range of social and emotional needs, ADHD training, and also support staff with Team-Teach training.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- All TA's meet regularly with a senior teacher and are led in their work with children, including specific identified needs.

7. Will my child be included in all activities inside and outside the classroom?

- We are 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.
- Risk assessments are carried out and procedures are put into place to enable all children to participate.

8. How accessible is the school environment?

- We have a facility to enable wheelchair access to the school if required.
- There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability.

9. How will the school prepare and support my child for the next stage of their education?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining our school:

- We encourage parents and children to visit the school and meet their new teacher prior to joining the school.
- We will visit the provision/school currently providing your child's education to meet the staff and gain a full picture so that they can get off to a smooth start.
- We collect and analyse all records so that we can match your child's needs from the start
- A member of the Senior Management Team will either show the child and parents around

school or be available to answer any questions

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 need 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 be available to meet parents of children who are moving to address all your concerns and give reassurance

When moving classes in school:

- All information will be passed on to the new class teacher in advance.
- Your child will have transition visits to meet the class teacher and become familiar with their new classroom.
- The SENCO will speak specifically to the class teacher about your child's needs and issues before they move.

In Year 6:

- The teacher and SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- 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.
- All records will be passed on

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

- All classes have additional support staff, who are well trained, as well as an experienced teacher.
- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

11. How are the decisions made about the support my child will receive?

- These decisions are made in consultation with class teacher, TA line manager and Senior Leadership Team.
- Decisions are based upon the detailed tracking of pupil progress (which includes all the targets of the curriculum that they have been taught) and as a result of assessments by outside agencies.
- All relevant professionals are called together to discuss possible provision for supporting children and families in school.

12. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO or a member of the Senior Leadership Team.

If you are considering sending your child to Ss. Peter and Paul Primary School, you can ring the school on 01744 678640 to make an appointment with the Headteacher to arrange a visit to the school. During the visit you will be given a tour of the school. 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 which can lead to confusion for all of us! 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

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Please run off the page below and send it to us here in school if you have any suggestions to make to us on how we can make this document more user friendly. We really will be very pleased to hear your suggestions.

I could not find the following information that I needed in your local offer document:

I thought that the following section was unclear:

Because...

I would like to suggest that you include the following information in your 'Local Offer'

Signed:

(parent/ carer)