

# **St Nicholas CE VA Primary School**

## **Local Offer**

**2016-17**

**Last Reviewed September 2016 - To be reviewed annually**

### ***Vision Statement***

‘At St Nicholas we nurture everyone ***to be the best we can be***, in a caring and inclusive Christian environment.’

***UNCRC Article 29:*** All children have the right to learning that allows you to become the best that you can be.’

## **Special Educational Needs and Disabled Learners (SEND)**

### **Support for Children**

We are an inclusive school that welcomes and celebrates diversity. All staff believe having high self-esteem is crucial to a child’s emotional well-being and academic progress. We have a caring, understanding team who look after all of our children

#### **1. How does the school know if my child needs extra help?**

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child’s pre-school or previous school.
- Home visit by class teacher and discussions with parents/carers.
- Class teacher visit to feeder pre-school to observe your child and speak to their key worker.
- Information from other services who have worked with your child, for example a speech and language therapist.

This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals to give advice and support.

### **What should I do if I think my child may have special educational needs?**

Talk to your child's pre-school key worker, class-teacher Head Teacher or SENCO. Your concerns will always be taken seriously, as your views are very important to us.

## **2. How will school staff support my child?**

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- If your child has special educational needs the class teacher will develop a plan for your child with the Inclusion Manager, setting appropriate targets. This will be reviewed termly to ensure that support remains appropriate.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN Governor who works with the Inclusion Manager.

## **3. How will the curriculum be matched to my child's needs?**

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress meetings are held three times a year with the Class Teacher and SENCO to discuss suitable teaching programmes for each child, which is monitored by the Headteacher.
- Reviews of learning targets for your child are carried out twice a year with the SENCO and class teacher and new programmes or support are organised as necessary, leading to personalised learning.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.
- All resources used to support children with special educational needs are accredited and are regularly evaluated for effectiveness.

## **4. How will both you and I know how my child is doing...?**

**...and how will you help me to support my child's learning?**

*(Please see Section 3)*

- We offer parents the opportunity to formally meet with their child's class teacher and SENCO on a termly basis.
- Through ongoing informal discussions with parents, we offer suggestions and strategies that can be used to support home learning and thus increase the effectiveness of the programmes we are delivering in school.
- All parents also receive an Annual Report.

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

Support we can provide in school may include:

- Nurture groups/ ELS (Emotional Literacy Support)
- Social skills and friendship groups
- 'Pupil voice'
- Behaviour programmes including rewards and sanctions.
- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. If your child has significant medical needs you will need to speak to the Inclusion Manager to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.
- The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the SENCO.

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

- Currently we have teachers and teaching assistants who have had training in the following areas:
  - Speech and language
  - Dyslexia
  - Autistic Spectrum Disorder
  - Occupational therapy
- We may access support from other services, for example;
  - Educational Psychology Service
  - Speech and Language Therapy
  - School nurse
  - Special Educational Needs Support Service (SENSS)
  - Outreach support.
  - Early years services
  - Behaviour Support Service
  - Occupational therapy
  - Child and Adolescent Mental Health Service

- Counselling services
- Assistive and augmentative technology services
- Children's services
- Traveller and English as an Additional Language Service
- Specialist Paediatricians.
- Hearing and Vision Support Service

## **7. What training have staff had, or are undertaking, to support children with special needs?**

- The Head Teacher is the Continuing Professional Development (CPD) Co-ordinator for class teachers, and the SENCO is the CPD Co-ordinator, for Teaching Assistants. Both roles ensure that all staff have the skills they require to support pupils.
- Skills audits are carried out and a rolling programme of training is delivered by the Inclusion Manager or outside services.
- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with medical care plans such as epilepsy, diabetes, hydrocephalus, and epi-pen training.
- SENCO holds a masters level qualification for SENCO Accreditation, an OCR lev 5 certificate for teaching children with specific learning difficulties (dyslexia), a certificate in managing children with ASD and regularly attends briefings and relevant training events to keep up to date with local and national initiatives
- Teachers and Teaching assistants have attended courses which enable them to deliver support for children with SEND in the following areas: Emotional Literacy, Maths, Writing, Spelling, Autism, Speech and Language, Occupational Therapy and Behaviour management

## **8. How will my child be included in activities outside the classroom, including school trips?**

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

## **9. How accessible is the school environment?**

- The school site is largely wheelchair accessible

- We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users.
- Visual support and timetables are used in all classrooms.
- All staff teach using a multi-sensory approach which caters for a variety of learning styles
- We have an accessibility plan, which is available to view.

## **10. How will the school prepare and support my child to join the school, transfer to a new school...**

### **... or the next stage of education and life?**

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between Inclusion Manager, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition
- Good transfer of all SEN information.
- Previous schools contacted for information sharing.
- Flexible entry to Early Years Foundation Stage class in Reception
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups)

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

- The special educational needs (SEN) budget is managed by the Head Teacher, SENCO, SEN Governor and Bursar.
- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

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

- Each child is assessed individually according to the SEN Code of Practice and LEA guidance and personalised or group learning support programme (s) will be developed dependent on need.
- Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.

- Pupil progress meetings are held with the Head Teacher and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff up to three times a year (if appropriate).

### **13. How are parents involved in the school? How can I be involved?**

- All parents are actively encouraged to take part in the school community. This may include in assemblies, Collective Worship, workshops, sharing skills and school visits, PTFA(Parent , Teacher and Friends Association)
- Parents are involved in the writing of their child's IEP (Individual Educational Plan)

### **14. Who can I contact for further information?**

- Class teacher
  - SENCO
  - Head Teacher
  - School website
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- If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us.

REVISED September 2016 (Sarah Salisbury)