

St. Mary's First School (Appendix 2)

Local Offer

What is a local offer?

A local offer is a document that sets out the provision for special educational needs and disabilities (SEND) provided by St Mary's C E First School, Wheaton Aston. It explains the school's approach to the identification of children with SEND, the adjustments that the school is currently able to make and the targeted provision currently in place.

Staffordshire local education authority also set out its own local offer for pupils with SEND which outlines the graduated response through the special educational needs and disabilities Code of Practice cycles of Assess, plan, do and review.

Who is the local offer for?

Both local offers provide information to parents and carers in an accessible format pertinent to our school.

Who can I contact for further information about the local offer?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet the SENCo (Miss Goldup)
- Look at SEND policy on our website.
- Look at the Staffordshire Market Place
<https://www.staffordshiremarketplace.co.uk/>
- Look at the Staffordshire Cares website
<http://www.staffordshirecares.info/pages/general/general-pages/Staffordshire-Marketplace/Marketplace-for-SENDLocal-Offer.aspx>
- Contact SEND family partnership services -
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- SEND planning and Assessment - Single point of Access **0300 111 8007**

How accessible is our school?

- St Mary's is a fully inclusive mainstream school which welcomes children of all backgrounds and disabilities
- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing.
- Children are admitted to school in line with the local authority and school admission guidelines - please contact the school office for further details - this includes children with communication and interaction needs, social, emotional and mental health difficulties, cognition and learning needs and sensory and physical needs.
- The school has an accessibility plan which is also available on our website.
- Any of our documents would be available in a dyslexia friendly format, large print or can be shared verbally by a member of staff upon request.

How does the school know if children need extra help?

Children at school follow a broad and balanced curriculum and are monitored through a variety of methods including:

- Teacher assessment both summative and formative
- Teacher observation in class and during unstructured times
- Parental contribution and feed forward
- Information from outside agencies.

At St. Mary's CE First School, children are identified as having Special Educational Needs and Difficulties (SEND) through a variety of ways including:

- A significantly greater difficulty in learning than the majority of others of the same age (lowest 2% of the cohort)
- A difficulty that prevents him/her from making use of the educational facilities such as a physical / sensory impairment
- A physical or mental impairment which has long term impact (more than one year) such as engagement with an outside agency
- A physical or mental impairment which has a substantial (more than minor) adverse effect on a child's ability.

What should I do if I think my child has special educational needs?

- Contact the school office to arrange to meet with the child's teacher, who will willingly discuss how the school currently meets your child's needs and any further action that the school can support your child and you with.
- You may also wish to discuss your child's specific SEND with the SENCo (Miss Goldup), please let the school office or your child's teacher know and they can arrange this.
- You may also find other sources of information useful such as the school newsletter, online websites and access to the SENCo each Wednesday morning at school or during parents' evening.

How will school support my child?

Who will oversee, plan and work with my child and how often?

- Our SENCo oversees all support and progress of any SEND children requiring additional support across school that is linked with a child's Individual Support Plan (ISP).
- There may be a Teaching Assistant working with your child either individually, as part of a small group or within a whole class setting.
- Each class teacher will oversee and plan the support that each child with SEND receives in their class to ensure that progress is made in every area of the curriculum.
- The exact support and the regularity of the support will be explained to parents during SEND reviews, which may include a combination of:
 - Wave1: Quality First Teaching in the classroom
 - Wave2: Small group intervention support in or out of the classroom
 - Wave 3: Individual specialised 1:1 support

Who will explain this to me?

- The class teacher will formally meet with parents three a year for an SEND review supported by the SENCo.
- The class teacher will meet with parents each term (as part of a parents evening).
- Further information from the SENCo is available throughout the year.

How are the Governors involved and what are their responsibilities?

- One of our Governors is responsible for SEND and meets regularly with the SENCo. She reports to the Governors to keep all informed. This report does not refer to individual children and confidentiality is maintained at all times.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

- All work within subjects is pitched at an appropriate level by the class teacher so that all children are able to access the curriculum according to their specific needs.
- A Teaching Assistant may be assigned to the class for maths and English lessons. This will allow them to target and support specific pupils, either 1:1 or a small group.
- Within all subjects, lessons may have a range of activities planned, set at different levels to accommodate for all abilities.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Adaptations to the curriculum within reasonable adjustment can always be made following discussion with the class teacher or SENCo
- The use of assessments as baseline information to identify starting points is frequently used.

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

What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways for you to help your child at home.
- We believe that your child's education should be a partnership between parents and teachers. Therefore we aim to keep communication channels open and communicate regularly.

- If your child is on the SEND register they will have an Individual Support Plan (ISP) which will have individual targets. This will be discussed during an SEND review which takes place three times during the school year. Parents receive a copy of the ISP.
- If your child has complex needs they may have an Educational Health Care Plan (EHCP) which means that a formal meeting, in addition to the SEND review, will be held annually to discuss your child's progress and a report will be written.
- Additional information can also be gained from the pupils' annual school report and the outcomes known from any intervention that your child has.

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

- The SENCo, through discussions with relevant staff and parents, will consider the needs and what support would be most appropriate.
- On entry, children will be tested on their phonics. This can help to identify any gaps in learning.
- A Provision Map is produced by the SENCo to indicate the variety of support the school needs to offer at any one time. From this, a weekly support plan can be produced and support allocated in accordance with need.
- Different children will require different levels of support in order to bridge the gap to work towards and achieve age expected levels.
- Support will continue through on-going discussions with parents and will be reviewed regularly.

How do we know if our provision has had an impact?

- By reviewing children's targets on ISPs and ensuring they are being met.
- Subject teacher's regular assessment in lessons against national/age expected levels. The child is making progress academically and the gap is narrowing.
- Teachers are asked to provide evidence of a child's progress for a SEND review.
- Teaching Assistants will also check that children have made progress on their individual programmes and make this available for the review.
- Verbal feedback from the teacher, parent and child.

- Children may no longer be required to be listed on the SEND register when they have made sufficient progress or 'caught up' with their peers.

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

- Parents, carers and our children provide our main sources of expertise and are encouraged to be fully involved in the processes and decision that affect them or their children in a person centred approach.
- Our SENCo is a fully qualified teacher and has undertaken training and professional development with regard to SEND.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Health Services (GP's, school nurse, clinical psychologist, speech and language therapists, paediatricians, occupational therapists, and physiotherapists); Local Support Teams (Social Services, social workers, welfare officers, parent support workers); and the local authority (Entrust Special Educational Needs and Inclusion Service, Educational Psychologists and Behaviour Support Service).

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

What is the pastoral, medical and social support available in the school?

- At St. Mary's CE First School all staff believe that a child having high self-esteem is crucial to their well-being. We work hard to provide a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, medical services or the local authority support services.
- The school also has provision for a positive play programme, which has previously proved successful.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children.
- Attendance of every child is monitored on a daily basis by the school administration team and attendance officer. Lateness and absences are recorded and reported upon to the Head teacher. This may also be referred to an Inclusion Officer (previously called the Education Welfare Officer - EWO), where families may be finding lateness or absences a challenge.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- A formal medical care plan may be produced in conjunction with medical professional when recommended or advised.
- On a day-to-day basis the staff in the school office oversee the administration of any medicines.
- As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

How will my child be able to contribute their views?

- We have an effective student council where children are able to raise any issues or share their viewpoints.
- Children who have an ISP are welcome to attend SEND reviews where they can discuss and set their targets with the SENCo/class teacher and teaching assistants present (where possible).
- If your child has an EHCP their views will be sought before any review meetings.

How will my child be included in activities outside the classroom including school visits?

- All children are included in all parts of the school curriculum and given access to activities that may occur outside of the school day.
- We aim for all children to be included on school visits, including residential visits. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.
- Children with significant physical or medical needs may have their own individual risk assessment undertaken which may be attached to other risk assessments for any specific visit.

What training have the staff supporting children with SEND had or are currently having?

- All staff undertake professional development relating to SEND and disabilities each year linked to the school development plan, SEND action plan and their own performance management.
- As part of our 'Dyslexia Friendly Status' staff are regularly updated in effective strategies to support children with dyslexia.

How can I get involved as a parent or carer?

- Attendance at parents' evening and SEND meetings is encouraged.
- Parents are also encouraged to be involved with curriculum visits, the school Parent Teacher and Friends Association (PTFA) and can involve volunteer as a parent Governor on the school's Governing Body.
- Parents can also volunteer to hear children read.
- Should a parent or carer wish to do any of the activities described here, they are encouraged to contact the school office for further details.

What steps should I take if I have a concern about the school's Special Educational Needs Provision?

- Please contact the school and ask for a member of staff whom you feel you can share your concern with.
- The Education Committee has established procedures for the hearing of complaints. A copy of the procedure is available from the school, upon request.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all parents and children to visit the school prior to starting where they will be shown around the school.
- For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. This also provides opportunity to meet SEND support staff who may work with your child.
- The SENCo and a Teaching Assistant would also usually visit them in their current school when this is deemed appropriate.
- SEND children leaving for new schools/middle school may require additional support, input or additional visits and this is arranged where required.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Originally Written	September 2014
Reviewed	November 2015
Reviewed	January 2016

Miss Helen Watson
SENCO

To be reviewed: January 2017