

ST JULIE CATHOLIC PRIMARY SCHOOL ECCLESTON

The Local Offer

What is the local offer?

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

MISSION STATEMENT

St Julie Catholic Primary School:

**A caring, family school where we learn, grow
and walk in the footsteps of Jesus.**

1. How are Special Educational Needs defined?

‘A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.’

The New Code of Practice 2014

At St. Julie Catholic Primary School we are committed to providing a learning environment which enables children to develop to their full potential - spiritually, intellectually, emotionally and socially - and where the Special Needs of each individual child is recognised and catered for through appropriate programmes of study, differentiation in the received curriculum and, where appropriate, additional expert support.

2. How will the school know if my child needs extra help?

We recognise the importance of the early identification of children with additional needs. Teachers are continually assessing and monitoring pupils in their class. If a pupil is not making the expected progress, teachers will discuss this with the parent. Parents may also raise concerns with their child's class teacher. If there is a change in a child's behaviour or progress this will be raised by the class teacher at the termly Pupil Progress Meeting. The SENCO (Special Educational Needs Coordinator) maintains a list of pupils identified through the above procedures. This list is reviewed termly or when a concern is made directly to the SENCO.

3. Who is the best person to talk to about my child's difficulties with learning / SEN?

The class teacher is the first person you should speak to. They will be the person who knows your child best and will have all the information that you need to know about how they are progressing and managing in class. Following on from this, a further discussion may be needed with the SENCO or the Head Teacher. The school has a SEN Governor who is also involved in the life of the school and can be available if required.

4. How will I know how the school will support my child?

Each Class Teacher plans the curriculum according to the needs of the children in their class. Class learning will be differentiated at the appropriate level to suit the pupil's individual needs. The Teaching Assistant may support groups or individuals in class, as directed by the Class Teacher.

Additional intervention programmes will be delivered by Support Teachers and Teaching Assistants to meet the needs of children identified as requiring further support in a specific area.

Further stages of support are:

SEN SUPPORT: If your child does not make progress after interventions have been put in place, following discussion with parents, the school may seek further advice and support from other specialist agencies.

ENHANCED SEN SUPPORT: Following a review of progress at the SEN Support stage, the school may request further specialist advice to support the delivery of a more highly individualised programme to enable your child to access the curriculum. The school will make an application for additional funding through the Provision Agreement Panel. An annual review of progress will take place with parents and invited professionals. All support will be reviewed annually through the Provision Review Panel.

EDUCATION, HEALTH, CARE PLAN: If your child continues to demonstrate a lack of progress and may have a range of complex needs, it may be agreed to have a statutory assessment of your child's needs by the Local Education Authority. Following a period of evidence gathering from all the agencies involved, a child may be given an Education Health Care Plan. Funding provided must be for the named child and records, reviews and reports must be regularly maintained and monitored.

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

In order to meet the learning needs of all pupils, teachers differentiate work. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The range of provision includes:

- in class support for small groups with Teaching Assistant (TA)
- small group withdrawal with TA or Learning Support Teacher
- individual class support / individual withdrawal
- further differentiation of resources/ provision of alternative learning materials/ specialised equipment
- Interventions to target specific needs; eg. Nussy, Word Wasp, Toe by toe , Hickey Multi-sensory spelling programme, etc
- Group or individual support to reinforce and consolidate maths concepts
- Delivery of programmes set by Speech and Language Therapy, Occupational Therapy, Learning Support Service.

6. How will I know how my child is doing?

At St. Julie Catholic Primary there are 3 Parents Evenings held during the school year. We have an open door policy so that you are welcome to make an appointment with the class teacher or SENCO to discuss any concerns should they arise.

A home/school diary is used for some pupils. This allows for daily updates on progress and to highlight any issues that may have occurred.

If your child has a Provision Agreement or an Education, Health and Social Care Plan, then you will be invited to an annual review to discuss progress.

7. How will the school help me to support my child's learning?

The class teacher may suggest ways in which you can support your child through activities at home.

If other agencies are involved, suggestions and programmes of activities are normally provided in their report for use at home.

Strategies to use if there are difficulties with your child's behaviour/emotional needs may also be discussed with the class teacher.

8. What support will be available for my child's overall wellbeing?

Every individual's well-being is central to the ethos of St Julie Catholic Primary School, where we value and nurture the needs of every child. There is strong pastoral support through your child's class teacher and class support staff.

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

If your child has a high level of need we will work closely with St Helens Local Authority to ensure that the appropriate level of support is in place that allows us to meet the needs of your child. This is usually done through a Provision Agreement or Education, Health and Social Care Plan (EHCP). Your child's needs will be assessed and a support plan involving all agencies working with your child will be put in place.

10. What specialist services and expertise are available at this school?

All teachers are aware of the procedures for identifying, assessing and making provision for pupils with special educational needs. We work closely with a range of outside agencies to receive their specialised support:

- School Nurse
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatrics
- Educational Psychology Service
- The Children's Disability Team (Autistic Support, Visual and Hearing Impairment Support).
- Behaviour Improvement Team
- Learning Support Service
- Inclusion Service
- Occupational and Physiotherapy Therapy Services

The list is not exhaustive and we will liaise with whoever we need to, to ensure your child's needs are met.

11. Are the staff who support children with SEND in this school, provided with appropriate training?

All staff are involved in Continuing Professional Development (CPD) and appropriate training is offered regularly to ensure staff are confident in meeting the needs of children with SEN and disabilities.

Individual teachers and support staff attend training courses organised by outside agencies that are relevant to the needs of specific children in their class.

All staff receive Allergy Awareness Training and Asthma Awareness Training on an annual basis. Training is delivered by the Community Healthcare Team.

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

All school trips require a detailed risk assessment. For children with significant needs they may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

13. How accessible is the school environment?

The school environment is fully accessible and is in line with all disability access requirements. We take any sensory support advice on board regarding issues for students with visual or hearing impairments or anything that can support the learning environment. Accommodating children's individual needs is carefully considered when children move classes and reasonable adaptations are made if required. There is a disabled toilet in each building.

14. How will this school prepare and support my child when they are starting, leaving this school or moving to another year?

All children throughout the school participate in transition activities during the Summer Term. This involves a teaching session where children meet their next class teacher, other adults working in the new year group and become familiar with their new environment. For transition from Key Stage 1 to Key Stage 2 this involves weekly visits during the final half term.

Children joining our Early Years Foundation Stage participate in a longer transitional programme which includes meetings with parents and an induction programme of half day sessions.

We recognise that children with Special Educational Needs are more likely to require additional visits and a more extensive programme of transition than their peers. We will accommodate all children on an individual basis. In consultation with class teachers, parents and pupils themselves we will organise a programme to ensure that transition between year groups is successful.

Children with Special Educational Needs leaving our school to attend High School will also be supported with an additional transitional package, working in conjunction with the High School. This includes additional visits to the High School, either 1:1 or in small groups. Pupils may benefit from support with transition from The Children's Disability team or Behaviour Improvement Team.

At the end of each academic year Transfer of Information Meetings take place, where class teachers meet to discuss children in their classes and in detail share information regarding children with Special Educational Needs. All staff have access to the SEN

register and relevant information is shared during Pupil Focus meetings.

If your child leaves us to go to another school, then all information will be passed to the new school. You will be involved in any meetings that are required.

15. What if my child needs transport to and from school?

If your child has a transport need, then this would need to be raised with the Local Authority.

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

The school budget, received from St.Helens Local Authority, includes money for supporting children with SEND. The budget, including the allocation for special educational needs is considered annually and formally approved by the Governing body.

17. How is the decision made about how much support my child will receive?

Class teachers continually monitor pupil progress. Assessment data and knowledge of the pupil is discussed termly at the Pupil Progress Meeting with the Head Teacher and SENCO. From the information gathered, decisions about the allocation of resources and support are made.

If your child has a Provision Agreement, discussions will take place at the Annual Review and continued top up funding decided by the Provision Review Panel.

If there is a Statement/EHCP in place, discussions will take place at the Annual Review.

18. How will I be involved in discussions about and planning for my child's education?

The Class Teacher and SENCO are regularly available to discuss your child's progress and agree targets for future learning or development. All information from outside professionals will be discussed with you.

19. Who can I contact for further information?

Your child's Class Teacher.

SENCO: Mrs A Hodgson

SEN Governor: Mr D Markey

Head Teacher: Mrs C Morris