



The Local Offer Eccleston Lane Ends Primary School

The Children and Families Bill requires Local authorities to publish and keep under review information from services that expect to be available for children and Young people with SEND aged 0-25, this will be known as "The Local Offer". The Purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

The Council for disabled children have produced "A briefing note on the Local Offer"

<http://www.councilfordisabledchildren.org.uk/media/246954/local%20offer.pdf>

SE7 - Local offer guidance and Framework

<http://www.se7pathfinder.co.uk/se7-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.

Eccleston Lane Ends' response to frequently asked questions:

How are Special Educational Needs defined?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made to them.

Children have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age; or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

See Section 312, Education Act 1996

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

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the school assessment co-ordinator using whole school tracking data as an early identification of children needing support.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages and annual pupil assessments
- Early practitioner identification of pupils as cause for concern or following up parental concerns about a child
- tracking individual pupil progress over time
- information received from previous schools
- information received from other services

The SENCO maintains a list of pupils identified through the procedures listed. This list is reviewed termly or if a concern is made directly. A detailed analysis of the list takes place termly through review meetings and coincides with IEP deadlines.

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

The Special Educational Needs Co-ordinator (SENCO) has expertise in this area of education. Miss Grant is the SENCO at Eccleston Lane Ends.

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

All pupils at School Action and School Action Plus will have Individual Education Plans or play plans setting out targets and any provision made that is additional to and different from usual classroom provision.

IEPs will be produced for children accessing KS1/2 curriculum.

IPPs will be produced for children accessing the Foundation stage curriculum.

For pupils with statements, provision will meet the recommendations on the statement.

Strategies for pupils' progress will be recorded on an IEP containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- Areas of concerns leading to implementation of IEP or play plan
- Pupil/parent voice
- The outcomes recorded at review

IEPs or IPPs will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. IEPs and IPPs will be discussed with the pupil and the parent and will be reviewed at regular intervals and parents' and pupils' views will be sought.

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

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individual needs and tracks interventions in place to support these children.

The range of provision includes:

- in class support for small groups with an additional teacher or Learning Assistant (LA)
- small group withdrawal with LA or an additional teacher or voluntary support
- individual class support / individual withdrawal
- further differentiation of resources
- a variety of interventions tailored to meet year group needs ie Read Write Inc, Toe by toe etc
- Deployment of extra staff to work with SEN pupils
- Provision of alternative learning materials/ special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service - opportunities for one to one drop in sessions to seek advice on concerns

- Access and point of contact for a variety of other support services for advice on strategies, equipment, or staff training

How will I know how my child is doing?

If your child is on the Special Educational Needs Register they will be given an IEP (Individual Education Plan). This will be reviewed by the teacher, adults working with your child, and your child every term and new targets set. You will also have the opportunity to discuss this with the class teacher during parents' evenings and with the SENCO at any meetings. If you would like to discuss the targets at any other time we would be delighted to meet with you at a convenient time or you can attend one of our SENCO drop in sessions each half term.

The class teacher will be happy to talk to you about your child's progress and any other issues as often as you both feel is necessary. If it is felt appropriate a home /school communication book is used.

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

At Eccleston Lane Ends we offer home/school communication books for those children who need contact to be made more frequently between home and school. Individual Education Plans outline what school will do and will help parents with supporting their child at home.

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

A member of the Senior Leadership Team has overall responsibility for the well-being and pastoral care of 'vulnerable' pupils which includes those with special educational needs or disabilities.

The SENCo is also available through termly drop ins to discuss any issues arising.

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

If a mainstream primary school is the best place to meet a child's needs then Eccleston Lane Ends would seek funded support from the Local Authority. Resources of a practical nature or through the employment of a learning assistant may be arranged should there be sufficient funding. Parents should carefully consider whether the school is able to meet the needs of a child with severe disabilities or high needs or whether a more specialist provision would be more suitable.

What specialist services and expertise are available at this school?

There is no specialist provision based at Eccleston Lane Ends. We seek support and advice from other agencies and services as required.

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

All staff at Eccleston Lane Ends undertake professional development regularly. Learning assistants who give 1-1 support will be given training through service providers if needed. Staff training needs are assessed regularly. Recently staff have attended training to support children by keeping them safe, first aid, autism, maths support and phonics. We have also had specialist support workers to work alongside children with specific learning difficulties to give advice and support to teachers and learning assistants in the work they do with specific children.

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

All school trips require a 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.

How accessible is the school environment?

At Eccleston Lane Ends we have a toilet and wet room that can be accessed easily and ramps in designated areas for wheel chair access. Accommodating children with needs is carefully considered each year when children move classes and reasonable adaptations are made if required.

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

Before your child starts school we will meet with you so that we can ensure a positive start into school. This is usually done in conjunction with the previous setting. When moving on to a new school we will arrange extra transfer visits for your child. The learning assistants work with specific children to help them make up a booklet about their new year group or school and spend time on any aspects of the change in school these children may be unsure of. Parents are encouraged to visit the new school and the SENCO is happy to visit with the parent if they need this support, or arrange for Parent Partnership to support these visits. The SENCO will always meet with the new school to ensure that all information is passed on

about your child. If a CAF (Common assessment Framework) is in place, staff from the new school will be invited to a meeting, so that the parents can have the opportunity to speak with them together with any other professionals involved.

What if my child needs transport to and from school?

Parents would need to request support from the Local Authority. The school is unable to make transport arrangements for children.

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

The budget, including the allocation for special educational needs is considered annually and formally approved by the Governing body. The majority of the SEN budget is spent on the valuable staff resource of learning assistants to support children in accessing the curriculum.

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

If your child has an Education, Health and Care Plan it will specify how much support time your child will need. If not then the time and type of support given to your child will be reviewed at least termly, by the class teacher, SENCO and Local Authority Inclusion Officer and you will have the opportunity to discuss this at the termly meetings. If your child has an Education Health and care Plan we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and make any changes.

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

We enjoy a positive partnership with our parents and recognise that working together results in the most positive outcomes for children. Parents are involved in writing and reviewing all individual education plans.

Who can I contact for further information?

Miss Grant is the school's special educational needs co-ordinator.

Mrs Gowan is the headteacher.

Or visit the St Helens Council website

These responses to frequently asked questions form the base of the Eccleston Lane Ends' offer and should be read in conjunction with the 'Local Offer' provided by St Helens Council.