



## **Local Offer**

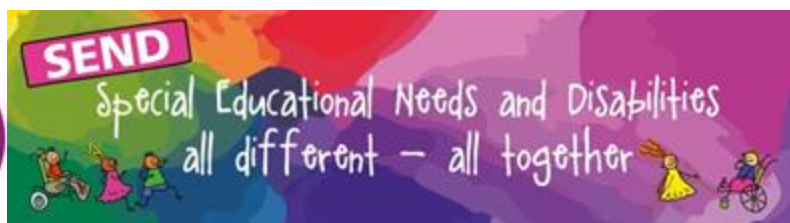
### **MISSION STATEMENT**

**SUTTON MANOR SCHOOL –A PLACE WHERE CHILDREN SHINE.**

**Headteacher: Mrs Monica Gladman**

**SENCo: Mrs Julie Moran**  
**SENCo Support: Mrs Angela Gallimore**

**Special Needs Governor: Mrs Adamson**



## **Our Vision for Sutton Manor Community Primary School**

**Sutton Manor School is a Maintained Mainstream Community Primary School ‘where children shine’ and all who are involved with the school, work very hard to ensure our children have many and varied opportunities to do so. School is at the heart of the community we serve.**

### **Our shared vision is that;**

- ✓ We provide a happy, nurturing environment, which is welcoming, attractive and safe, ensuring the needs of all children are met.
- ✓ The creative curriculum we offer is balanced, broad, fun and enjoyable for all and will enable each child to reach their full potential, regardless of their ability.
- ✓ We are dedicated to ensuring high levels of attainment and achievement. We aim to raise awareness of the possibilities of future careers, which will raise children’s and parents’ aspirations.
- ✓ We will extend learning opportunities beyond the classroom and the curriculum, to meet the needs of our children and community.
- ✓ We will enrich the lives of all who access our provision and support and enhance opportunities for economic well-being, be they members of our school community or of the wider community.
- ✓ We will work in partnership with other agencies to promote awareness of a Healthy life style for children, families and our local community.
- ✓ We pledge to respect the human rights of our pupils, staff and other members of our community, ensuring equality for all.

## **SCHOOL AIMS**

**The school will develop lively, enquiring minds by: -**

- ✓ Fostering the individual potential of each child
- ✓ Ensuring equal access to a broad and balanced curriculum
- ✓ Providing a framework for all children to feel valued and gain confidence
- ✓ Encouraging all children to take responsibility for their own learning

**The school will create and foster an atmosphere that is conducive to learning by:**

- ✓ Encouraging a caring and thoughtful attitude to others
- ✓ Continuing to encourage the moral, social, cultural and spiritual development of all the children
- ✓ Providing a welcoming and secure environment in which all children parents staff governors and the wider communities have an opportunity to prosper and work

## **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.

See SEND Policy- available on school website.

Here are some answers to questions that parents/carers might have about Sutton Manor Primary School's Local Offer

## **1. How are Special Educational Needs defined?**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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

A proactive and graduated approach is adopted by the school in anticipating the difficulties some children may encounter in particular areas of learning. Appropriate and differentiated learning tasks will be planned for to support children's progress. School identifies children with SEND through procedures outlined in our SEND Policy [a copy of which is available on request].

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

School has a designated SENCo and SENCo Support who will coordinate provision for pupils with SEND. School has a highly skilled team of Teachers and Teaching Assistants (TA) to support all children within school in accessing the curriculum.

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

Parents are informed regularly through:

- Individual Education/Behaviour Plans and Review
- Pupil Progress Meetings
- Home School Books
- Open door policy in place.
- Parent friendly assessment criteria.
- Training events signposted for parents to attend if they so wish.

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

All children within school will follow the National Curriculum. If some children are likely to encounter areas of difficulty, planning and tasks set will reflect differentiation to meet their needs.

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

Parents are informed regularly through:

- Individual Education /Behaviour Plans and Review
- Pupil Progress Meetings
- Home School Books
- Parent friendly assessment criteria.
- Informal drop in sessions – we have an open door policy at Sutton Manor and parents/carers are welcome to come into school and discuss their child, with the SENCo and SENCo Support if they have any concerns.
- Parents evenings
- If teachers have concerns they will work closely with the school SENCo and SENCo support. Parents will be informed and listened to regarding concerns.
- The SENCo or SENCo Support will inform parents if referrals to external agencies are required to support your child's learning.

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

Advice and support will be provided by the Teacher, SENCo and SENCo Support. When needed School will support parents with their child's learning by brokering links with external support services. All children are supported socially and pastorally by staff, who know the children well. We have a high ratio of staff to children, with at least one teacher and Learning Support Assistant in each class.

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

- Staff within school are helpful, friendly and supportive.
- School has a designated Learning Mentor.
- Whole School Behaviour Policy is in place.
- All Teaching Assistants are First Aid trained.
- Staff have regular training through the Health Service with regard to: allergies, asthma, epilepsy and diabetes.
- A medicine policy is in place and followed accordingly.
- A proactive involvement from EWO to promote good attendance.
- See School policy for Safety and Well Being.

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

If a child has a high level of need a multi-agency approach will be adopted to assess and determine how and where needs are best met. Advice will be sought from specialist services for example:

- Health
- Speech and Language
- Physiotherapy
- LAsC
- Educational Psychologist.
- Local Authority Inclusion Officer
- Learning Support Service
- CAMHs

Following the recommendation set by the aforementioned professionals decisions will be made on how best to meet any specific needs.

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

- To ensure that we support children to make progress with their learning, school staff, regularly update their knowledge and have good links with external specialists, should we require their services.
- School has direct access to a wide range of services all of which can support both parents/carers and children – as indicated above in **point 9**.

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

- All staff in school access training appropriate to their needs and that of the school. Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and emotional problems children may experience.
- There is a Continuing Professional Development Officer who ensures that staff are aware of training available to meet their needs. Where necessary, specialist training is brought into the school.

- 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 and SENCo Support provides in-house training on developing IEPs/IBPs and around specific requests from staff, or as necessary to support a particular child or group of children.

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

Risk assessments are carried out for activities outside of the classroom and for school trips. All children are included in trips and they participate fully in all school activities where possible.

School gives due consideration to the Disability Discrimination Act when planning activities.

**13. How accessible is the school environment?**

The school is fully accessible to pupils/staff and visitors who are wheelchair bound.

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

- New children joining the school have a pre-visit meeting. Information is received from the child's previous setting and used to inform the level of support needed.
- Transition meetings are planned for when a child is moving into another year or school. This can involve the child, parents, current staff and new adults involved.
- Visits to new school settings can be arranged.
- When moving classes in school 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.

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

This resource is not available in our setting.

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

School SEND budget is allocated through the Local Authority. Any allocation of support in school is based on an analysis of need. Contributors to the decision making process may include Governors, Staff, Parents, Educational Psychologist or the Local Authority inclusion officer.

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

Decisions are initially made through the school staff, SENCo, Head teacher and Local Authority. Further decisions are made through planning and consultation, when an external specialist assessment maybe carried out. Parents are consulted throughout all stages of this process. Impact is measured through continuous assessment, monitoring and planning.

**Educational Health Care Plans**

(EHCPs) Educational Health Care Plans are allocated by the Local Authority when the level of need is high. EHCPs indicate personal goals and will describe the support your child will receive while they are in education or training. Personal budgets are available to give parents more control over the support parents and their child receive. The amount given, and how it can be spent, is something that would be agreed with the local council.

**SEND support**

SEND support is provided within school for children with additional needs covering the four areas of need which are:

- Communication and interaction.
  - Cognition and learning.
  - Social, emotional and mental health.
  - Sensory and/or physical.
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- All children are provided with 'Quality First Teaching'.
  - Children with special educational needs have Individual Education Plans put in place, outlining targets and strategies to support your child. IEP's are reviewed every half term with the child and shared with parents.



- The school SENCo and SENCo Support meets regularly with the Educational Psychologist, LASc, the Behaviour Support Team, and the local authority inclusion officer and any child needing support will be identified to the relevant professionals and given any support necessary.
- If a child requires Speech and Language support, school, with the permission of the parents, will put in a referral.
- Children identified as needing extra support will have interventions put in place.
- Some children may require further support and interventions delivered by outside agencies such as the behaviour team, speech and language or LASc.

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

School values parental involvement in their child's education and welcomes their input into the process of IEPs, pupil progress meetings and contributions to assessment. Children's progress is shared throughout the school year during parents evening and informal drop in meetings. Annual reports are written for parents/carers at the end of the academic year.

**19. Who can I contact for further information?**

Headteacher – Mrs Monica Gladman  
 SENCo - Mrs Julie Moran  
 SENCo Support – Mrs Angela Gallimore  
**Telephone Number: 01744 678700**

Local Authority Inclusion Officer at Atlas House

Local Authority Local Offer – St Helens Education Website.