



St. Peter's Local Offer

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25 years, giving young people and their parents / carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme (as set out in 'Support and Aspiration: A new approach to special educational needs and disability') by:

Replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training, and offering families personal budgets so that they have more control over the support they need.

Improving conditions between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.

Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local offer?

The Local Offer was first introduced in the Green Paper (March 2011) as an offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

1. How are SEN defined?

"A child has Special Education Needs if he /she has difficulty which calls for Special Education provision to be made for him/her."

1993 Education Act

It should be noted that up to 20% of pupils in mainstream schools have Special Educational Needs and it is conceivable that many children will, at some point, experience some form of learning difficulty which impedes progress.

The number of pupils considered to have S.E.N. in our school can be seen on the S.E.N. register which is updated in termly meetings between class teachers and SENCO (Special Educational Needs Co-ordinator).

The school supports the principle of full entitlement to the National Curriculum for all its pupils believing that, while the way in which education is delivered must be varied to take account of individual needs, what should be provided for children with additional needs is not something different but a carefully planned and appropriately resourced version of the learning opportunities available to all. We believe that all children have a right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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

A graduated approach is followed by the school in order that early identification and assessment takes place. On-going teacher assessment identifies those pupils who are experiencing difficulty. At first, children will receive support based on their needs within class. Should further support be required, school will then consider an appropriate intervention programme.

Your child would then have an Individual Education Plan (I.E.P.) with targets which are matched to their specific needs. The I.E.P. is reviewed every term by their teacher and other adults who work with your child and new targets set. Our Special Educational Needs Co-ordinator, Mrs. Vinyard, will assist your child's class teacher and learning support staff, in planning future support for your child. This support may involve:

- Different learning materials or the provision of specialist equipment;
- Individual or group support from a learning support assistant;
- Advice from local authority support services;
- Individual or group work towards I.E.P. targets e.g. intervention sessions or specialist sessions with a visiting expert.

If, despite this additional support, your child continues to experience difficulties, specialist advice may be sought from some of the following professionals:

- The Educational Psychologist
- The Speech and Language Service
- The Behaviour Intervention Team (BIT)
- Language and Social Communication Service (LASCS)
- The Community Paediatrician
- Childhood and Adolescent Mental Health Service (CAMHS)
- Learning Support Service
- School Nurse

Where your child's needs are particularly complex or severe and require a high level of Individual support or resources, we may ask your permission for the Local Authority to carry out a statutory assessment of your child's needs. If the Local Authority agrees to this request, after having consulted with you and other professionals involved with your child, a Statement of Special Educational Need is compiled by a Local Authority officer. This prescribes the educational provision which must be provided for your child.

From 1st September 2014 Statements of Special Educational Need will be replaced by Education, Health and Care Plans. Unlike the Statement of Special Educational Need, the Education, Health and Care Plan will identify all the needs that a child has within education, health and care and the Plan will be personalised to meet each child's specific needs. The views of the child and their family are a

key aspect of the process and they will be involved, alongside professionals, in shaping the plan and identifying what provision is needed to achieve the intended outcomes for the child.

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

In the first instance, please make an appointment to discuss matters with the class teacher. The SENCO will have a more specialist view of appropriate support and of outside agencies who work with school. The SEN Governor oversees provision of additional support within the school.

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

In addition to our twice yearly Parent's Evenings, if your child has special educational needs, you may be invited to attend review meetings or to meet with other professionals who may be involved in supporting your child. This enables you to discuss any concerns you may have, to be made aware of the strategies which are used to support your child and to be kept informed of the targets on your child's I.E.P.

Pupils with behaviour needs may be provided with a Home-School diary, allowing their parents/carers to receive a daily behaviour update from their child's class teacher. Maintaining a dialogue between home and school helps to ensure a consistent approach to behaviour management and parents are urged to support school by completing and returning the diary each day. Additionally, your child may also have an Individual Behaviour Plan (IBP) rather than an IEP which has specific targets aimed at improving their behaviour. If your child's behavioural needs are more complex, they may be placed on a Pastoral Support Plan, which offers more intensive behavioural support in accordance with their individual needs.

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

At St.Peter's, teachers plan lessons according to the specific learning needs of groups of children within their class. Some children may require individual resources or strategies which are adapted to their individual needs. Teaching assistants may also work with individuals or groups of children using materials or programmes which have been devised to support and extend their learning.

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

The progress of children with special educational needs is primarily monitored by evaluating their success in achieving the targets identified on their IEP. These targets are defined by your child's individual need and may be related to specific curriculum areas e.g. Maths or English, or to other areas such as communication or behaviour.

Your child's progress will also be formally assessed each half-term using standardised tests which indicate your child's attainment in accordance with National Curriculum levels. Children who are working below level 1 are assessed using the 'P' scales measure of progress and are awarded a level from P1 to P8. Schools are required to report children's attainment in National Curriculum tests in English, Maths and Science at the end of Key Stage 1 and Key Stage 2.

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

Parents or carers of children with special educational needs are regularly invited into school to review their child's progress or to be kept informed of any issues regarding their special educational needs.

If you have any concerns regarding your child's needs, please speak to their class teacher or make an appointment to see Mrs.Vinyard.

Parents of children with identified needs e.g. Autistic Spectrum Disorder, are kept informed of specialised courses which are available to help them support their child.

Similarly, if your child has behavioural needs, we are often able to offer support through the Behavioural Support Team or we may be able to arrange for you to attend a training programme such as Triple P Parenting. If you would be interested in receiving further information about future courses, please speak to Mrs.Flitcroft.

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

Through a multi-agency approach, we are able to request advice and support from these services to ensure that your child's academic, behavioural, social and emotional needs are being met.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children
- Teachers give children house points
- Stickers are given out
- Each week, we nominate a child from each class to be 'star of the week'.
- Each 'star of the week' receives recognition in the Friday act of worship.
- An achievement assembly is held each half-term where recognition of hard work, achievement and good/kind behaviour is celebrated.
- Children are invited to write their name in our GOLD BOOK – this is situated outside the Head teacher's office so children can be caught being good.
- Midday assistants have their own reward scheme with a different focus each week.
- Midday assistant awards are displayed on a board near the dining hall.
- For exceptional achievement/behaviour, a Head teacher award is given; as well as the child receiving the award certificate in our celebration assembly, a postcard is sent home by the Head teacher.

The school acknowledges all the efforts and achievements of children, both in and out of school. The teachers' class records should contain information regarding pupil achievement out of school, for example, music or swimming achievements.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school

contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code – the Class Charter, which is agreed by the children at the start of September each year and displayed on the wall of the classroom as well as being published on the home school agreement for that particular class. In this way, every child and parent/carer in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Staff have had Team Teach training, however, only have to use this on very rare occasions.

The administration of medicine is the responsibility of parents and carers. Schools are extremely busy places. School staff unions will not allow responsibility for the administration of medication to be put on school staff. In exceptional cases a pupil can bring medication into school if the medication is for a long term condition (e.g. asthma) and the pupil can self-administer with adult supervision, however it is the responsibility of the pupil or the parent/carer to remember to administer the medication. Parents/carers are welcomed into school at any time during the school day to administer any necessary medication to their child. The school must be informed if a child brings any medication into school.

Parents must complete a form of consent for the pupil to self-administer medicines/treatment on the school site. Only medicines and treatments prescribed by a doctor and accompanied by a written instruction from the parent or doctor will be accepted. The instruction, which can be made on the school's consent form, should specify the medication involved, circumstances under which it should be administered, frequency and level of dosage.

The school will encourage children to take responsibility for their own medical care under the supervision of either the office staff or of an appropriate teaching assistant. This may cover self-administration of prescribed medicines which need to be taken four or more times per day, using an inhaler or giving their own injection.

Pupils' voice is encouraged through a variety of approaches including School Council, Eco Council, general class discussions, Circle Time.

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

Within our mainstream primary school, we will do our utmost to meet the needs of each pupil, however, we (unlike some schools locally) do not have any specialist provision bases. Where a child has particularly complex needs, a multi-agency meeting would be held prior to your child starting school to assess the level of support required, any staff training needs and whether any specialist

equipment would need to be provided. If necessary, a request for enhanced funding might also be submitted to the Local Authority to provide extra resources.

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

We can access a wide range of support services according to your child's specific needs including:

- Speech and Language Service
- School Health
- Educational Psychology Service
- Language and Social Communication Service (LASCS)
- Behaviour Improvement Team (BIT)
- Childhood and Adolescent Mental Health Service (CAMHS)
- Sensory Support Team
- Integrated Paediatric Therapies (Paediatric Occupational Therapy/Physiotherapy)
- Children's Disability Service
- Learning Support Service

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

All the staff at St.Peter's have access to a continuous programme of professional development through school-based in-service training. Recent training has included Team Teach; Dyslexia Friendly Classrooms; Talk Boost; Restorative Justice; Playtime and Autism and Allergy Training.

Individual members of staff, particularly those who support children with specific needs, may also undertake more specialised training, offered by LASCS and BIT, to enable them to have the skills and knowledge to effectively fulfil their particular role.

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

A full Risk Assessment is completed before any school trip is undertaken. For a child with more complex needs, an individual risk assessment may be carried out in consultation with parents and other external agencies to ensure that the child's individual needs have been fully assessed and addressed.

13. How accessible is the school environment?

The school has access for disabled visitors. Disabled toilets are available near the Mercer Street entrance (just off the school hall).The majority of the school site is on ground floor level. In accordance with our Disability Access Plan, on-going adaptations are being made to facilitate access around the school.

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

Before your child starts at St.Peter's, we will ask you if they have any special educational needs, medical needs or other requirements. If your child is moving from another school, we will contact the SENCO to obtain further information about your child's needs. If necessary, we may need to arrange a multi-agency meeting to enable us to discuss the most appropriate provision for your child.

To facilitate a smooth transition between the primary and secondary phases, in the summer term Mrs. Vinyard meets with the SENCOs from the secondary schools. At these meetings, the specific needs of individual children are discussed and, for some pupils, transition support plans are devised. These may involve additional visits to their new school or the support of specialist teachers from LASCS or BIT.

For children with a Statement or Education, Health and Care Plan, the SENCO from their chosen secondary school may be invited to attend the annual statement review in the summer term prior to their movement into year 6. This enables relevant information to be disseminated and allows all parties, including the Local Authority, to plan future action and support.

Before your child moves into their next class, their current teacher will have a transition meeting with their next teacher to exchange information about each pupil within the class. The children will also spend time meeting their next class teacher and visiting their new classroom. Children with certain conditions, such as Autism, may also complete a transition booklet, which will help to familiarise them with their new classroom and any other changes which they may experience.

15. How are the school's resources allocated and matched to my child's special educational needs?

Support for children with additional needs is funded from the school's central budget. For children who require greater levels of support (e.g. 1:1 support from a teaching assistant), applications may be submitted to the Local Authority for additional funding or for Statutory Assessment.

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

If your child has a Statement of Special Educational Need or and Education, Health and Care Plan, this will specify the support which your child must receive. The needs of other children will be discussed at termly planning meetings attended by the Head teacher, SENCO, the Local Authority Inclusion Officer, the Educational Psychologist and representatives from other agencies such as LASCS and BIT.

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

Parents of children with special educational needs will have the opportunity to discuss their child's needs and the support provided at Annual or Interim Reviews or at other meetings arranged by the SENCO, class teacher or through meetings arranged at their own request.

18. Who can I contact for further information?

If you require further information about the Local Offer or have any concerns about your child's special educational needs, please make an appointment to see your child's class teacher or Mrs. Vinyard (SENCO).