



The Local Offer

St. Teresa's Catholic Primary School

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. This information outlines the support and provision they can expect to receive whilst attending St Teresa's Catholic Primary School.

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?

At St Teresa's class teachers regularly review and monitor the progress and attainment of the children. In addition to the close monitoring from teaching staff, pupil progress meetings are held every term with the Head teacher or Key Stage leaders. Following these meetings, provision may be adjusted to meet identified needs. If a child continues to have difficulty with one or more aspects of his/her learning and or development - despite intervention, or if a child joins our school with a high level of need, then he/she may be considered to have special educational needs (SEN).

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, 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?

At St. Teresa's we have a highly experienced team of staff who may be involved in supporting your child.

Class Teacher

- Your child's teacher would be the first person with whom to discuss any concerns with.
- The class teacher is responsible for checking on the progress of your child, planning for and delivering any additional help needed.
- The teacher may write an Individual Educational Plan (IBP) and share and review these with you and your child each term.
- If you are not happy that your concerns are being managed and your child is still not making progress you should contact the school SENCo (Mrs. Wright).

Special Educational Needs Co-ordinator

Mrs A Wright is school's named SENCO, it is the SENCO's responsibility to:

- Co-ordinate all support for children with SEN
- Ensure that parents are involved and supported in their child's learning journey
- Liaise with all other professionals who may work with your child
- Update the school's SEN register and monitor individual children's progress
- Provide specialist support for teachers and support staff so that children with SEND can achieve their best.

Head Teacher

Mrs R Flynn is St. Teresa's Primary School's Head Teacher

It is her responsibility to:

- Oversee the support for children with SEND and ensure that your child's

needs are met

- Ensure that the Governing Body is updated with any issues relating to SEND.

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

There are various stages of SEN and children can often move between them during their time in school as their levels of need change. The Special Educational Needs Code of Practice gives guidance to schools on meeting the needs of pupils. Parents are consulted at each stage of the process and teaching staff will keep you informed of any decisions made relating to support your child may need. The school SENCO meets regularly with all professionals from School Health, Speech and Language Therapy, Psychology Services and Behavioural Support Services. The school SENCO or your child's class teacher will speak to you regarding any referrals to outside agencies which may be required to support your child's learning.

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? How will St. Teresa's help my child?

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 are resources allocated and matched to my child's particular additional needs?

As part of our annual school budget, we receive a designated amount of funding to support children with additional needs. In a case where a child has very significant and/or complex needs, school, in consultation with a panel of professionals from other services, may decide to make an application to the local authority requesting additional funding. Such funding, if granted, will then be used to provide further additional help and support your child needs.

Through detailed provision mapping the school's resources are allocated to all children across the school with additional needs, considering the different levels of need and priorities for each child's learning and development. The school provision mapping is reviewed regularly and changes according to the needs of the children.

What training and experience do staff have to support children with Special Educational Needs and/or Disabilities?

All teaching staff & teaching assistants (TAs) have regular SEND continuing professional development via INSET days & staff meetings. Specialist training is delivered to staff when necessary. Some of this training includes aspects of Autistic Spectrum Disorder (ASD), speech, language and communication needs (SLCN), hearing impairment, emotional and behavioural difficulties, Epipen and Epilepsy training. The SENCO regularly attends training with the Local Authority and relevant professional agencies to ensure that the needs of all our SEND pupils are met. If necessary, teachers and the SENDCO will meet with professionals to discuss and arrange any additional training needs.

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

SENCO - School Special Educational Needs Co-ordinator. (Mrs A Wright)
Language and Social Communication Team (LASC)

Speech and Language Therapy (SALT)

Educational Psychology

Occupational Therapy (OT)

Behaviour Improvement Team (BIT)

ASD and Sensory advice from Lansbury Bridge and Rectory Primary

The Learning Support Service

Young Carers

School Health CAMHS (Child and Adolescent Mental Health Service) and Barnardos (Emotional well-being)

Family support through EHAT (Early Help Assessment Tool)

Play Therapy

Healthy School School Health (Access to Community Pediatric Services)

Pediatric Continence Service (Support with toileting and personal hygiene)

School will refer to professionals as necessary to support the needs of our children in consultation with parents, outside agencies and the school Inclusion Officer.

How will my child be able to contribute their views?

We celebrate the contributions of our children in every aspect of the curriculum and school life. Children have opportunities to express their views through the School Council which holds an open forum for any issues or viewpoints to be raised. Children discuss and set their targets with their class teachers. If your child has SEN or EHC Plan, his/her views are always sought before any review meeting. Children's views are sought and recorded in an age appropriate manner which gives even our youngest children the opportunity to express their thoughts and wishes. Children contribute to their own 'IEP' (Individual Education Plan) and/or their 'IBP' (Individual Behaviour Plan) which form a personal overview of the child's targets using language that the children can relate to and understand.

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

We are a Catholic School with a wholly inclusive ethos, recognising the uniqueness of every individual. We welcome and celebrate diversity. Encouragement of independence, high self-esteem and excellent pastoral care fosters secure emotional well-being for all our children. All staff are vigilant and safeguarding systems are securely embedded and observed. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore the class teacher is parent's first point of contact if you have any concerns or questions. If further support is required, the class teacher will liaise with the school SENCO for advice and guidance. This may involve working with outside agencies where necessary. We work with the support of our Education Welfare Officer (EWO), School Attendance and Safeguarding Manager and School Nurse.

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 St. Teresa's 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.

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 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 and with a home visit. When moving on to a new school we will arrange extra transfer visits for your child. The teaching 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 an EHAT 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.

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?

Mrs. A Wright is the school's special educational needs coordinator.
Mrs. F Flynn is the head teacher.
Or visit the St Helens Council website.

These responses to frequently asked questions form the base of the St. Teresa's Primary school offer and should be read in conjunction with the 'Local Offer' provided by St Helens Council.