



## St Mary's Church of England Primary School

### Special Educational Needs and Disabilities

#### Local Offer

How does the school know if children need extra help and what should I do if I think my child needs this help?

At St Mary's CE Primary School children are identified as having SEN through a variety of ways including the following:-

- Liaison with the child's previous setting (where appropriate)
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher
- Liaison with external agencies

#### **How should I raise a concern?**

- Talk to your child's class teacher who will then discuss your concerns with the relevant professional in school.

#### **How will the school support my child?**

- The class teacher will oversee, plan and work with each child with special needs in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) or Teaching Assistant (TA) working with your child either individually or as part of a group if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
- The school SENDCo will meet with class teachers on a regular basis to ensure that your child's needs are being appropriately met.

#### **Who will explain my child's support to me?**

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENDCo is available to discuss support in more detail.

#### **How is the Governing Body involved and what is its responsibility?**

- One of the Governors is responsible for SEND and meets regularly with the SENDCo. This governor reports to the Governing Body to keep it informed of the school's SEND provision.

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

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

### **How will I know how my child is progressing and how will I know what to do to support my child's learning?**

- You are encouraged to make appointments to see your child's class teacher to discuss progress and ways to support your child; this will give you quality time to have this discussion. We can offer advice and practical ways that you can help your child at home.
- Education is a partnership between home and school. We encourage you to keep communication channels open, as we will do, especially if your child has complex needs.
- We are adaptable to using a variety of communication methods to accommodate working parents or parents who may not speak English.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual targets. This is discussed on a termly basis and parents are given a copy of the IEP.
- If your child has complex needs he/she may have an Education and Healthcare Plan which means that many of the meetings held about your child will be more formal in approach.

### **How will the school measure my child's progress?**

- As a school we measure children's progress in learning against national expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry to Year 6, using a variety of different methods.
- Children who are not making expected progress are identified by the class teacher and discussed in pupil progress meetings with a member of the leadership team. The discussion will focus on why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the target has not been met then the target may be adapted into smaller steps or a different approach used to ensure your child can make the progress required.

### **What support will there be for my child's overall wellbeing?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team working with our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

### **How does the school manage the administration of medicines?**

- The school has a policy regarding the administration and managing of medicines on the school site.

- Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day.
- On a day to day basis the office staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

### **What support is there for behaviour and attendance?**

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties a Behaviour Management Plan (BMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- After any behavioural incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the school office. Lateness and absence are recorded and reported upon to the Headteacher. Weekly class attendance certificates are given out in assemblies, with additional rewards for 100% attendance.

### **How will my child be able to represent their views?**

- We are a Rights Respecting School where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Class circle times enable children to share their views and seek resolutions to any concerns.
- Children are actively encouraged to share any concerns with an adult who will take the time to listen to them and to endeavour to resolve their concern.
- If your child has an Education and Healthcare Plan their views will be sought in preparation for formal meetings as well as through the above channels.

### **How will my child be included in activities outside the classroom including school trips?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be discussed.

### **How accessible is the school environment?**

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing.

### **How will the school prepare and support my child when joining the school and transferring to a new school?**

- We encourage all new children to visit the school prior to starting. For children with special needs we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education and Healthcare plan then the transition review meeting will identify any additional transition work which needs to take place.

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

- The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- Parents will be kept informed of the support your child receives.

### **How do we know if the support is having the intended impact?**

- By reviewing children's targets on IEPs and ensuring they are being met.
- Your child is making progress academically against national/age expected levels and the gap is narrowing between your child and his/her peers.
- Verbal feedback from the teacher, parent and pupil.

### **Who can I contact for further information?**

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet the SENDCo, Ms Bowers.