

Local Offer – St Thomas More RC Primary School

1) Identification of needs

a) How does the school identify children with special educational needs?

- On entry to school, information about a child is gathered from parents at the induction meeting and where appropriate information from health visitors is also sought
- Data is used to identify SEND pupils from baseline assessment
- Transfer of data from previous school (if pupil moves mid-year)
- Termly monitoring of pupil progress for individual pupils
- SENCo's assessment of needs in response to data or staff concerns
- If required, referral to external professionals such as the Learning Support Service and or the Educational Psychologist to further assess and give recommendations for appropriate provision

b) How do we involve parents in planning for those needs?

- The SENCo and class teacher will invite parents to an initial meeting to discuss pupil's needs and register them on the Special Educational Needs register
- SEND Support Plans (SSP) are shared with parents and their child which specify targets and additional support needed
- Parents are invited to termly SSP review meeting of their child's progress
- The SENCo will liaise with parents if child needs referral to specialist services and seek written consent

2) Support

a) Who in the school will support my child and how will this be monitored and evaluated?

- The SENCo will have overall charge of all pupils on the SEN/D register and will monitor and evaluate their progress through termly data analysis
- Analysis will enable the SENCo to provision map and ensure effective intervention is provided to enable improved progress and attainment
- Teaching Assistants will be timetabled to deliver targeted intervention to SEN/D pupils on a daily basis and they will evaluate the impact of such support on a regular basis.
- The SENCo will produce termly reports to governors detailing progress and attainment of SEN/D pupils across school.

b) How are the decisions made about the type and amount of provision a young person will need?

- This will be dependent on what the additional needs of the child are. For example, if learning, this will be based on analysis of their progress and attainment in Reading, Writing and Maths. If emotional, behavioural or

social, this will be based on observations of the child from their class teacher and the SENCo.

- Once the SENCo has identified area of need – if within core subjects, relevant targeted curriculum intervention is mapped. If behavioural, additional pastoral support is provided
- Provision is timetabled in relation to the pupil's needs and they receive daily and/or weekly support from a Teaching Assistant specialised within that area or if behavioural extra support from the Parent Support Advisor
- Additional provision will be explained to the child's parents during the termly SSP meeting
- The impact of the provision will be collectively measured half termly by the Teaching Assistant, Class teacher and SENCo and evaluation of this shared with the parents at the SSP review meeting.

3) Curriculum

How will the curriculum be matched to the needs of the young person?

- All lessons are planned with clear differentiation to meet the needs of all individuals
- Differentiation is provided through either additional support or specified resource
- Teaching Assistants support pupils within class or outside of class depending on their individual needs

4) Accessibility

How accessible is the school environment?

- Our school has wheelchair access
- Disabled changing and toilet facilities are available
- Interpreters are provided for parents whose first language is not English and signers are provided for parents who are hearing impaired
- Home school transport is available through the Local Authority. Details of which are provided on the Council website

5) Parental Involvement

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- The SENCo will analyse half termly data across core subjects in order to measure individual's progress and attainment levels
- This will be shared with parents at Termly Parental Consultation meetings and termly SSP review meetings where the impact of intervention is shared
- The school has an "open door" policy where parents can make arrangements to speak to staff at any time if they have any concerns
- The Parent Support Advisor speaks daily to parents to discuss pupil's progress and any concerns where specific parental support is needed.

- Parents are invited into school regularly to celebrate their child's success eg weekly Celebration assembly
- Our school provides Family Learning courses to support parents in assisting their children with their learning.
- Parents are invited to take part in curriculum workshops within school and encouraged to support their children with weekly homework and daily reading
- Parental support is given high priority as acknowledged when our school was awarded the nationally recognised LPPA (Leading Parent Partnership Award)

6) Overall Well Being

What support will there be for the young person's well-being?

- Individual "Care Plans" are provided for pupils with emotional behavioural needs who require additional pastoral support. These are drawn up by the class teacher and SENCo in consultation with the pupil and parent and reviewed on a termly basis
- Pupil's behaviour is tracked daily and recorded using "Catch Me Being Good" tracking charts that are linked to their SSP. Charts are reviewed daily with the child and sent home to parents at the end of each week.
- Pupils reaching their daily and weekly behavioural goals are regularly rewarded
- External support is sought for pupils requiring additional help and this is provided through a range of relevant agencies
- Pupils with particular medical needs are provided with a Health Care Plan that is drawn up by the School Nurse, school staff and parents and aimed at providing tailored support for their condition. These are reviewed on an annual basis.
- Pupils with particular social needs receive support outside on the playground and are able to access "The Friends" programme which is provided by our Parent Support Advisor.
- Pupil voice is greatly valued and children are involved in the drawing up, sharing and reviewing any plans written to support their educational, pastoral, medical or social wellbeing.

7) Specialist Services

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

- The Learning Support Service for children identified with a particular learning need.
- The Educational Psychological Service for children requiring further assessment who may have particular emotional or behavioural needs.
- The Speech and Language Service for children requiring support with their speech or hearing
- The Children and Adult Mental Health Service also known as CAMHs for children requiring specialist mental health support
- The Bungalow Project for children with emotional behavioural needs
- Social Care- should school have any child protection concerns
- Barnados

- Educational Welfare Officer for pupils with punctuality or attendance issue
- The School Nurse
- Families Talking

8) Staff Training

What training are the staff supporting children and young people with SEND had or are having?

- The SENCO has received the “NASC” (National Award for SEN coordination) qualification
- Staff receive regular disability awareness training
- All teaching and support staff and midday supervisors are trained in “Team Teach” – a nationally recognised de-escalation and positive handling programme for pupils with emotional behavioural needs
- All staff receive regular curriculum training through weekly staff meetings or external support this includes evaluating SEN/D data and the impact of intervention
- All training is built into termly Continuing Professional Development training forecasts

9) Activities Outside of School

How will the young person be included in activities outside of the classroom including school trips?

- All pupils are involved in activities outside of the classroom including daily school trips and residential stays
- Parents are informed of all trips by letter and requested to agree to staff acting in “loco parentis” in order to fully support their child and ensure their safety whilst outside of school
- Risk assessments are carried out before any educational visit, and if needed, adaptations are made to ensure that SEN/D pupils are fully supported. This may involve school asking parents to assist with trips in order to support their child on a one to one basis throughout their visit
- Many parents support school trips as volunteer helpers, with staff briefing parents beforehand in order that they understand the role they play and the responsibilities they have
- Trips are evaluated by staff and feedback from parents and pupils is valued and used to inform future visits

10) Transition

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

- Before transferring to another school any SEN/D information about a pupil is shared by the class teacher who passes on information and IEPs (Individual Education Plans) to the new school

- When a child transfers to secondary school the class teacher holds a meeting with the secondary school SENCo beforehand to discuss pupil's additional needs and proposed provision
- If a child has significant additional needs parents are invited into school to meet the secondary school SENCo on a one to one basis along with their child
- Regular transition days are held at the Secondary School in order for pupils to familiarise themselves with their future school and prepare them for any changes ahead
- Parents are regularly invited to secondary school open days and evenings where they can meet their child's form tutor and teachers as well as pastoral heads of year
- Even after a child has left our school and is attending Secondary School, where needed, support can continue to be given through our Parent Support Advisor who is able to attend meetings at the child's new school to ensure there is smooth progression and pupils and parents are appropriately supported.

11) Resources

- School resources are allocated based on need.
- Teaching Assistants are deployed to deliver specific Reading, Writing and Numeracy interventions to groups of pupils and individuals, as well as supporting SEN/D pupils on a one to one basis in class

How is the SEND budget allocated?

- It is based on need and is allocated to pay for Teaching Assistant support in order to enable interventions to be delivered on a daily basis within school.
- Budget is also allocated to pay for outside agency support that includes the Learning Support Service, the Educational Psychological Support Service, and the Bungalow Project which supports pupils with emotional behavioural needs.

12) Further information

Common questions:

Who would be my first point of contact if I want to discuss something about my child?

The Class Teacher or our Parent Support Advisor

Who else has a role in my child's education?

Teaching Assistants, the SENCo and the Deputy Head and Headteacher

Who can I talk to if I am worried?

Phone the school office and ask to speak with our Parent Support Advisor or your child's class teacher. They will both be happy to help.

Who is the SEND Coordinator and how can I contact them?

The SEN/D Coordinator is Miss Helen Hughff and she can be contacted via the school office on 317350.

What other support services are there which might help me and provide me with information and advice?

There are a number listed at point 7 but our Parent Support Advisor would be happy to signpost you to any additional ones that are available.