

# *St Edmund's Catholic Primary School*

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## **What is the 'Local Offer'?**

The Local Offer was first introduced in the Green paper in (March 2011). It was put together to outline the local offer available to support children with Special Educational Needs and Disabilities (SEND) and their families.

The Local Offer provides information on a number of things, including:

- ✂ education, health and care provision
- ✂ arrangements for identifying and assessing children and young people's SEND
- ✂ training provision including apprenticeships
- ✂ travel arrangements to / from Early Years settings, schools and post-16 providers
- ✂ support to help children and young people's transitions between phases and for adulthood
- ✂ sources of information, advice and support about SEND in the area
- ✂ arrangements for making complaints, mediation and rights of appeal to the tribunal.

## **What does this mean at St Edmund's Catholic Primary School?**

On the following pages you can see St Edmund's responses to these questions as we stand in 2014.

	Questions	School Response
1	<p><b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b></p>	<p>Our mission at St Edmund's is to "Learn, Love and Live with the Lord."</p> <p>Within this we aim to ...</p> <ul style="list-style-type: none"> <li>✂ ensure a Catholic ethos which will be experienced by all who enter the school and which will allow God's light to shine out of each child</li> <li>✂ create an exciting and vibrant curriculum where high standards are achieved through high quality teaching, learning and assessment</li> <li>✂ provide a warm emotional environment where learning is enjoyed by all, and in which all children are treated as special, individual and important</li> <li>✂ provide a safe and healthy learning environment where behaviour is excellent, developing in children a respect for themselves and each other within a loving Catholic community</li> </ul> <p>We track the progress of all our learners which is inputted onto our internal tracking system. As professionals we regularly discuss any concerns about a pupil as well as celebrate achievements. We assess children's progress and this data is then used to support tracking. Where teachers are worried about a child there is excellent communication between them and SENCo.</p> <p>We have an open door policy and the first port of call for any parent would be the class teacher and parents are encouraged to communicate any concerns they may have, if a longer discussion is needed then an appointment to see the class teacher can be made. The class teacher also relays any concerns to the SENCo.</p>
2	<p><b>How will school staff support my child person?</b></p>	<p>The class teacher plans the work each child does and this is regularly assessed. The SENCo coordinates any additional support as well as monitoring progress.</p> <p>We have an SEN Governor who regularly meets with the SENCo to keep updated and they and the head teacher share information with governing body.</p> <p>Having identified needs, we seek to match provision to the need. We monitor the impact of interventions through regular meetings and tracking of pupil progress.</p> <p>Support is given to differing degrees dependent on the needs of the child, see below:</p>

**Wave 1:** Is the 'quality first teaching' which looks at the learning needs of all the children in the classroom. Before any additional provision is considered it is important to look at what is already available to all pupils through differentiated work and an inclusive learning environment. While some strategies / approaches may have previously been recommended for a particular pupil group it is probable that they will be of benefit to many more children in a class. The more inclusive the classroom, the less the need for additional to or different from interventions! Where the nature of pupils' needs is such that they will need 'additional to' or 'different from' provision in the identified areas, settings must still consider how their Wave 1 offer can enable the pupils to access the curriculum.

**Wave 2:** Small group work (occasionally 1:1) usually delivered by a teaching assistant. Children chosen for Wave 2 support are those who are slightly behind and can 'catch up' with the rest of their age group. The school will make a decision as to whether your child could benefit from Wave 2 support. The decision is based on how well your child is doing and how far behind they are compared to their age group. Wave 2 interventions last a specified number of weeks, normally 6 to 8 weeks. The pace of this type of intervention will suit some children who need a quick boost.

**Wave 3:** Is 'different from and in addition to' the learning that happens in the classroom and is used to close a particular gap in learning that is affecting the ability of a child to move forward.

Features of wave 3 interventions are:

- ✘ Taught in a small group or 1: 1 situation.
- ✘ Based on the needs of the child.
- ✘ Highly structured so that the steps in learning are small and achievable.
- ✘ Time-limited.
- ✘ Designed to boost progress and help the child close the gap between themselves and their year group.

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

Differentiation is embedded in our curriculum and practice (see question 2). We have a tailored personalised curriculum and learner progress is looked at weekly in planning.

Differentiation is written in the weekly plans, as are questioning skills. We use a variety of resources to support whole class and individual learners, including Numicon, Numerous ICT programmes such as Word Shark, Spellcheckers.

Where necessary children have individual programmes in line with their statement of need.

		The creation of a local offer is focusing school on the consistency of Wave 1 provision and all teachers are clear on these expectations.
4	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	<p>We follow the progress of each child carefully with our target tracker, as well as monitoring the interventions.</p> <p>If your child is on the SEN register, they will have termly targets, of which you will receive a copy. These are reviewed with parents, class teacher and SENCo as necessary.</p> <p>There are parent consultations twice a year with a final school report at the end of the year. In addition, any concerns can be discussed with either the class teacher, SENCo or head teacher at regular intervals.</p> <p>In the early years there is contact at the gate with the class teacher to briefly touch base about the day. It is also possible then to arrange to speak to the class teacher in more depth. If a further conversation is needed then an appointment can be made to speak to the class teacher at more length. Here we share what can be done by families at home to supporting the learning at school.</p> <p>We have a meet the teacher' session at the beginning of every school laying out clearly how you can support your child at home and the expectations of homework. This is reinforced throughout the year with termly updates on subjects being studied and support that can be given at home. We also have information on our website about useful links and ways of supporting your child at home.</p> <p>We offer different parent support sessions throughout the year for different year groups, around subjects such as reading, language and communication, maths etc. This aspect is on-going as curriculum changes are put in place.</p> <p>We have a Home School Link Worker (HSLW) who works as closely with families who may need support at home and can offer parenting courses or outside support if needed.</p>
5	<b>What support will there be for my child's overall well-being?</b>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training around a specific medical need.</p> <p>We have a medical policy in place.</p> <p>We have staff trained in first aid and a medical room where children are looked after when unwell or medicine needs to be administered.</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We have regular visits from our EWO where we monitor attendance.</p>

Our pastoral care is excellent. We have PSHE/ School ethos statements to support it and a HSLW who is an integral part of school life.

		<p>We have Rainbows to support children who have suffered any form of loss.</p> <p>Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</p> <p>Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. We listen to our learners and have a school council that regularly meets to discuss school issues.</p>
6	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>Our teaching staff receive regular training and our teachers all hold qualified teacher status.</p> <p>We have a number of established relationships with professionals in health and social care and these are recorded on our provision map.</p> <p>All external partners we work with are vetted in terms of safe guarding.</p> <p>When buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. (This changes as different agencies offer different roles/ support alongside national changes).</p> <p>Where appropriate we have access to Learning Language Support specialists, Behaviour Support specialists, an Educational psychologist, a school nurse, and a Speech and language therapist. We can also refer to Occupational therapy, Child and adolescent mental health services (CAMHS), Physical and sensory services and REMA. If referring through school they would have to meet the agencies criteria for referral and would then be referred by the SENCo through consultation with class teachers and parents.</p>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>Training for quality first teaching is part of our School Development Plan and is therefore on-going.</p> <p>We have weekly Key Stage meetings where issues are discussed and our staff are updated on matters pertaining to special educational needs and disability.</p> <p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We also build special educational needs into our strategic training programme.</p> <p>We regularly invest time and money in training our staff to improve Wave 1 provision delivery and develop enhanced skills &amp; knowledge delivery of wave 2 and 3 interventions.</p> <p>Our staff has had INSET training on dyslexia, attachment disorder, ASD, TAMHs.</p> <p>We have half termly sessions for our Teaching Assistants on different learning needs and staff meetings</p>

		are in place to look at specific learning needs for class teachers as well.
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable, parents/carers are consulted and involved in planning.</p> <p>For example, when going on a school trip some children may need an individual risk assessment before going, we talk to parents about their concerns, they are sometimes able to visit the site before the trip and take their child to familiarise them with it. On residential trips we have a parent meeting to discuss the trip with parents, give information and answer any concerns. Where appropriate we have liaised with additional services to support children to engage fully in trips such as with visually or hearing impairments.</p>
9	<b>How accessible is the / school environment?</b>	<p>We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. Our policy and practice adheres embrace The equality Act 2010. We monitor the languages spoken by families in our settings.</p> <p>When required translators are asked to attend meetings.</p> <p>Where necessary equipment has been implemented to support learners with SEND such as sound system in every class to support learners with hearing impairment.</p>
10	<b>How will the setting school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</b>	<p>We have a robust Induction programme in place for welcoming new learners to our Early Years setting. Our Reception teacher has good relationships with the feeder settings and makes visits to each in the summer term. We then have three sessions for children and new parents into Year R to support their transition.</p> <p>Children who join St Edmund's at different points in the school will have a personalised induction.</p> <p>We have a thorough transition programme for all our Year 6 children and where necessary offer additional support/ school visits for those children that need more time.</p> <p>We have very good relationships with settings children move onto and our Year 6 teacher and SENCo meet with the Year 7 staff and discuss each child in detail. We also send any relevant paperwork/ assessments that we have onto the secondary schools.</p> <p>Our assessment/ target tracker systems records what aspects of our environment help child learn and this information is passed on in transition.</p>
11	<b>How are the school's resources allocated and matched to children's</b>	<p>Budgets are closely monitored and aligned to the school improvement plan of the school.</p> <p>Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting</p>

	<b>special educational needs?</b>	<p>as well as individual learner needs.          We timetable resources very carefully and evaluate them.          We map our additional provision across the school.</p>
12	<b>How is the decision made about what type and how much support my child will receive?</b>	<p>Working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action.          We are guided by supporting documents provided such as: The Right Provision at the Right Time (April 2014), The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)          We also follow the graduated response for children joining our SEN register and those children who do not have an EHCP, as set out in the SEND Support Arrangement.</p> <p>The SENCo oversees all additional support and regularly shares updates with the SEN Governor.          When assessing each pupil we do a self- assessment of how they feel their learning is developing.          In Year 6 we engage the children personally in their Target Plans.          Every child knows their class targets.</p> <p>In years 5 and 6 all pupils are invited to the parent consultation meetings to discuss their progress.          We keep track of our Wave 1 provision to ensure consistency across the whole school.</p>
13	<b>How are parents involved in the school? How can I be involved?</b>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We take every opportunity to strengthen this dialogue.</p> <p>At the beginning of term we have 'Meet the teacher' where the new year is introduced to parents along with class expectations.</p> <p>We have termly parent consultation meetings.</p> <p>We have an open door policy where parents can speak to the class teacher regarding any issues.</p> <p>We have a parent's forum where parents can bring whole school concerns up for discussion.</p> <p>Our Governing Body includes Parent Governors/representatives.</p>
14	<b>Who can I contact for further information?</b>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo.</p> <p>As well as the class teacher and SENCo the head teacher has a role in overseeing teaching and learning.          We have teaching assistants in each class supporting small groups or individuals where needed and a Home School Link Worker who supports parents and children with social and emotional difficulties.</p>





		<p>When considering our school for your child, you can contact the school office for a visit and a chat with our head teacher. If you want to discuss SEND provision in more detail you can also arrange to speak to our SENCo.</p> <p>Our SENCo is Mrs Patrick and you can contact her through the school office to arrange an appointment or speak to over the phone.</p> <p>Other points of contact could be social services or your general practitioner where referrals to other services can also be requested.</p>
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