

St Edmund's Catholic Primary School

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At St Edmund's we value every child and working with high expectations, to create a positive leaning environment where all pupils can have access to the curriculum within our mainstream setting.

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.

As stated in the Code of Practice, for part of Surrey's local offer, schools have been given 14 frequently-asked questions in consultation with parents / carers and other agencies and details the support and ethos of the school when working with children with SEND. For more information you can look at Surrey County Council website under Local Offer.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

<https://www.surreylocaloffer.org.uk/>

	Questions	School Response
1	<p>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?</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"> • 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 • create an exciting and vibrant curriculum where high standards are achieved through high quality teaching, learning and assessment • provide a warm emotional environment where learning is enjoyed by all, and in which all children are treated as special, individual and important • 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 <p>Class teachers, subject leaders and senior leaders all 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.</p> <p>We assess children's progress and this data is then used to support tracking.</p> <p>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 initial concerns by making an appointment to see them. The class teacher also relays any concerns to the SENDCo, if further support is needed parents can contact the SENDCo.</p>
2	<p>How will school staff support my child person?</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 SEND Governor who regularly meets with the SENDCo 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>

		<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.</p> <p>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.</p> <p>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.</p> <p>Features of wave 3 interventions are:</p> <ul style="list-style-type: none"> • 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. <p>Interventions used are evidence based and known to support students to make increased progress.</p> <p>If a pupil needs additional support and intervention this will be recorded on a Target plan, in KS2 we discuss target plans with the individual pupils as well.</p>
3	<p>How will the curriculum be matched to my child’s needs?</p>	<p>Adaptation of work to support each learner 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.</p>

		<p>We use a variety of resources to support whole class and individual learners, including Numicon, Numerous ICT programmes such as Word Shark, Spellcheckers.</p> <p>Where necessary children have individual programmes in line with their statement of need.</p> <p>The creation of a local offer focused school on the consistency of Wave 1 provision and all teachers are clear on these expectations.</p>
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We follow the progress of each child carefully with our internal assessment tracker (target tracker.) As well as monitoring the interventions.</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, SENDCo 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> <p>If your child is on the SEN register they will access a target Plan, these are reviewed every term and shared with parents, who have an opportunity to comment on them if they wish.</p>
5	<p>What support will there be for my child's overall well-being?</p>	<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 mental Health lead practitioner, Mrs Higgins and several policies focused on wellbeing such as behaviour, bullying, mental health and PSHE policies, all of which can be found on our website.</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 Inclusion Officer where we monitor attendance, along with our internal attendance officer, Mrs Higgins.</p> <p>Across the whole school we use the Zones of regulation to support children’s emotional literacy and regulation, and our staff use this to support co-regulation along with emotion Coaching and the Restorative approach. We have PSHE/ School Ethos Statements to support it.</p> <p>We have a HSLW who is an integral part of school life.</p> <p>We have Rainbows to support children who have suffered any form of loss. We have a half termly Kindness Club run for our children who are young carers acknowledging the support and time they give to their families and loved ones.</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> <p>We have two trained Emotional Literacy support staff, who deliver a programme of work to targeted pupils and have access to a nurture farm, Huckleberries for some of our pupils.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</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>What training are the staff supporting children and young people with SEND had or are having?</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 and disability Co-ordinator (SENDCo) 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 & knowledge delivery of wave 2 and 3 interventions.</p> <p>Our staff have regular training on learning needs and how to support pupils with SEND.</p> <p>We have half termly sessions for our Teaching Assistants on different learning needs and staff meetings are in place to look at specific learning needs for class teachers as well.</p>
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<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	<p>How accessible is the / school environment?</p>	<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>

		Where necessary equipment has been implemented to support learners with SEND such as sound system in every class to support learners with hearing impairment.
10	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?	<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	How are the school's resources allocated and matched to children's special educational needs?	<p>We timetable resources very carefully and evaluate them.</p> <p>We have a provision plan on our website where you access provision available to pupils within the school.</p>
12	How is the decision made about what type and how much support my child will receive?	<p>Working with the learner, their families and other staff, the SENDCo considers a variety of options for suitable provision before deciding on a course of action. (We are guided by Surrey's One Page Profile for where a child may be eligible for additional support).</p> <p>The SENDCo oversees all additional support and regularly shares updates with the SEND Governor. We engage all the children with their Target plans, at varying degrees, dependent on age.</p> <p>In years 5 and 6 all pupils are invited to the parent consultation meetings to discuss their progress.</p>
13	How are parents involved in the school? How can I be involved?	<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 parent consultation meetings in the Autumn and Spring terms..</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	Who can I contact for further information?	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher through Seesaw. Further information and support can be obtained from the school's SENCo, Mrs Patrick at: senco@stedmunds.surrey.sch.uk.</p> <p>As well as the class teacher and SENCo the head teacher has a role in overseeing teaching and learning.</p> <p>We have Learning Support Assistants throughout the school, supporting small groups or individuals where needed.</p> <p>We also have Home School Link Worker, Mrs Tod, who supports parents and children with social and emotional difficulties, she can be contacted at – gtod@stedmunds.surrey.sch.uk.</p> <p>Our school SEND governor can be contacted via the school office at: info@stedmunds.surrey.sch.uk.</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>Other points of contact could be social services or your general practitioner where referrals to other services can also be requested.</p>