



## St Peter's Primary School's Local Offer

### How our school supports children with Special Educational Needs and Disabilities (SEND)

At St Peter's Primary School we are committed to offering an inclusive curriculum to all our pupils, whatever their needs or abilities. We aim to ensure that all our learners have access to a broad and balanced curriculum, supporting the development of the whole child.

Our SENCO at St Peter's is Mrs Sarah Margea:



At St Peter's we recognise that children are individuals who learn in different ways, and that some children need additional differentiated approaches beyond what is normally provided as part of quality first teaching in our classrooms. Some children need additional support because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability as defined under the Equality Act, affecting their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age

OFSTED said...

*"Well trained adults support a wide range of interventions to support pupils who are not achieving as well as they could. These are particularly effective in ensuring pupils who are disabled or who have special educational needs make at least as good progress as their peers."*

*"Additional adults are well managed by teachers and, as a result, work very hard and are making a considerable contribution to learning in lessons. As a result all pupils are able to access what is happening in the lesson and take part fully."*

### How do you know if children need extra help and what should I do if I think my child may have a special educational need or disability (SEND)?

- We work closely with pre-schools and previous schools when new children join us, so that we have some understanding of their needs from the outset. Our main feeder preschool is Little Steps Preschool, Pilning as well as a number of others from the surrounding villages.
- Our staff may identify that your child has a SEND because they are not making expected progress or their social, emotional and wellbeing needs are not being met. We will differentiate our teaching accordingly



whilst observing your child and assessing their understanding to help us understand the cause of the difficulty. We may contact the Inclusion Support Team or our Educational Psychologist if we require further advice, and we will keep you informed about this

- If you tell us that you think your child may have additional needs, we will discuss this with you and look into it. We will work with you to discuss what we have discovered from working with your child, and agree how we can work together to help them progress
- Your child's class teacher is the initial point of contact for responding to parental concerns. You are welcome to speak to any member of staff, including the SENCO
- We hold pupil progress meetings 2 times each year at which our two members of the Senior Leadership team, normally the Head Teacher and SENCO meet with class teachers to discuss the progress of children in each class
- We work with health professionals such as GPs, paediatricians and the school health nurse to support them in finding diagnoses for some children
- We believe that a positive partnership between home and school is extremely important. We are a child and family centred school, and you will be involved in all decisions about your child's support

**How will I know that St Peter's Primary School supports my child, and how do you communicate to all staff that my child needs additional support because of their SEND?**

- When a child's specific needs are identified, the class teacher and SENCO discuss these with other colleagues, so that they are aware of what they need to do to help your child. The extent to which the information is shared depends on the particular need. For example, if a child's self-esteem is affecting their ability to enjoy unstructured times such as lunchtime, we will discuss this with our team of lunchbreak supervisors so that they are aware of how to support your child
- Teachers and the SENCO update each other on new concerns about specific children at their weekly staff meeting. Teachers and teaching assistants also meet regularly
- The Governing Body is responsible for ensuring that the school is as accessible as possible and that it treats pupils and staff in an equitable way. The governor responsible for SEND is Mrs Bonnie Rayment

**How will the curriculum be adapted to meet my child's needs?**

- Our teachers and teaching assistants are skilled at adapting lessons to make learning more accessible or more challenging, so that each child can learn at their own pace and in their own way. In some cases, work may be individually differentiated in order to meet a specific learner's needs. If additional resources are required, we will provide these
- We provide additional materials and interventions, so that the curriculum is accessible to all and all learners have the opportunity to make good progress
- Teaching assistants may be deployed to work 1:1 with individual pupils or to lead small groups
- Our staff are trained and experienced at delivering a number of high quality interventions, such as Rapid Reading, Rapid Phonics, Early Literacy Support, Further Literacy Support, social skills, mentoring, Nussy, Quest, additional maths challenges, Talking Semantics, handwriting, Power of 2, Toe by Toe



- If appropriate, specialist equipment such as pencil grips and foot rests may be provided to your child to help them access the learning
- We run a Nurture Group four days a week for children with very specific needs, such as attachment and SEMH needs. Our Nurture Room Lead is Miss Abi Welsh, who is supported by the SENCO Sarah Margea.
- As much as possible, we aim to keep children with their peers during lesson time. Quality first teaching from the class teacher, supported by skilled teaching assistants, is at the core of our approach to meeting the needs of all learners. If children cannot access unstructured times during lunch in the dinner hall and lunchtime play, we provide a lunch club where children can attend and are supported by 2 members of staff.

### How will you and I know how my child is doing?

- If your child is identified as having a particular need related to a specific area of their education, such as spelling, they may be placed in a small focus group. This will probably be for a short period, usually a term, at the end of which their progress will be reviewed. Groups are run by teachers and teaching assistants
- The SENCO works with colleagues to monitor the effectiveness of all interventions running across the school
- At our pupil progress meetings, we will discuss interventions currently running and recommend new ones, depending on the learning needs of individual children
- Occasionally, we might seek more expert advice on how to support a child. We may then refer your child, with your consent, to agencies such as the Educational Psychology Service or the Speech and Language Service. These agencies work with us to give us expert advice and guidance. You will be kept fully informed of this process
- The SENCO reports to the Governors 3 times per year on the progress of pupils with SEND. Children are not named individually, and confidentiality is maintained at all times
- We aim to work in partnership with parents/carers. We run parents' evenings twice a year, where you will be able to discuss your child's progress. However we also offer an open door policy and you are welcome any time to make an appointment to meet with your child's class teacher and/or the SENCO to discuss how your child is getting on. We may be able to offer practical advice on how you can help your child at home
- Occasionally it may be beneficial to have a more regular contact between home and school. In that case we may ask to meet with you more regularly, or to set up a home/school communication book
- If a child has been identified as having a SEND, we will set up an individual provision map (Appendix A). This is a timetable showing the additional support we will provide for your child each week. It will have a set of personalised targets attached stored alongside it. Targets will be SMART (Specific, Measurable, Achievable, Realistic, Time Scaled), with the expectation that they will need to be regularly updated. We will meet with you at least 3 times each year to review your child's provision map and discuss their progress through their targets.
- We may draw up group provision maps to show the support we are providing for a group of children working towards a particular target, such as handwriting
- Every child in the school will have a One Page Profile (see Appendix B). This is drawn up with input from the child and the class teacher, and contains information on how your individual child learns. Children can share



information on what helps them to learn, so that any adult working with them is aware of their personal learning needs and style.

- If your child has complex SEND they may have an Educational Health and Care Plan (EHCP). In this case, more formal meetings will take place to discuss their progress and a formal report will be written. Statements are gradually being converted to EHCPs and all will be converted by April 2018. If we believe that your child may need an EHCP, we will work closely with you to lead the process. EHCPs sometimes mean that additional funding is provided so that we can employ an additional teaching assistant to support your child's learning. Children with an EHCP will have an annual review meeting which is reported to the local authority

#### **How will you help me to support my child's learning?**

- The class teacher and SENCO may suggest ways in which you can support your child, including strategies to use if there are difficulties with behaviour/emotional needs
- If your child has a provision map, teachers will recommend strategies and activities for you to use with your child at home
- Reports from any outside agencies that are involved usually contain suggestions of strategies and techniques that can be used at home+

#### **What support will there be for my child's overall well-being?**

- We are an inclusive school; we welcome and celebrate diversity. All our staff understand that children having high self-esteem is crucial to their overall well-being. We have a caring and understanding team looking after 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 the parents/carers' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team
- We offer 1:1 mentors for children who need someone to talk to

#### **Pupils with medical needs:**

- We have a policy regarding the administration and managing of medicines on the school site
- If a pupil has a medical need then a detailed Care Plan is drawn up with support from the school health nurse, in consultation with parents/carers. Care Plans are displayed in the staff room, and are discussed with all staff who are involved with that pupil
- Where needed, the school health nurse provides specific training, such as epi-pen training
- Where necessary and in agreement with parents/carers, medicines are administered in school. However this is only when a signed medicine consent form is in place to ensure the safety of both the pupil and the staff member
- A large number of staff have basic first aid training, and several members of staff are also trained in paediatric first aid



### What extra support does the school bring in to help us meet SEND?

- We access additional support from a range of Local Authority services such as:
  - Educational Psychology Service
  - CAMHS (Child & Adolescent Mental Health Service)
  - Education Welfare Officer
  - Child protection advisors
  - Social Services
  - Inclusion Team
  - Behaviour Support
  - Children's Therapy Team (Speech & Language/Occupational Therapy)
  - School Health Nurse Team
  - Family Intervention Support Service (FISS)

### What training have staff had/are having to support children with SEND?

- At St Peter's we value the continued professional development of all our staff. Our staff are involved in regular training, both in house and outside. We feedback what we have learned on course, so that colleagues can benefit from new expertise. Various members have staff have received a wide range of training relating to SEND, including:
  - Supporting pupils on the autistic spectrum
  - Supporting pupils with social, emotional and mental health needs
  - Supporting pupils with speech and language needs
  - Supporting pupils with physical and coordination needs
  - Supporting pupils with dyslexia
  - Supporting pupils with attachment difficulties

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

- St Peter's is an inclusive school, and activities and school trips are available to all. We will make any necessary arrangements and adaptations to ensure that children with SEND receive any additional support they need to access these activities. If it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during a specific activity
- Risk assessments are carried out to enable all children to participate in activities
- We have regular educational visits as well as visitors coming into school to support different topic areas. All children are always included in these, regardless of SEND. We provide any support needed for full inclusion and we ensure that educational visits are accessible to all

### How accessible is the school environment at St Peter's?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- A site which is fully accessible for wheelchairs



- Disabled toilets which are large enough to accommodate changing and one disabled toilet which also has an accessible shower
  - A building which is all on one level and has ramps into the playground and at specified fire exits
- We also liaise with EMTAS who assist us in supporting families for whom English is an additional language.

### **How does the school prepare and support children when joining St Peter's or when transferring to a new school?**

- We liaise with pre-schools and nurseries before children start Reception. Our Reception class teacher and teaching assistant carry out home visits to new Reception children during early September. When children join Reception, they attend for half days for the first 2 weeks, to enable them to make the transition gradually
- All pupils attend a transition morning with their new class teacher in the previous summer term
- When pupils transfer from another school, we liaise with that school to ensure that important information is shared. In some cases, we visit pupils in their previous school before they join us
- When pupils are in Year 6, we arrange additional visits for SEND pupils who we believe would benefit from a more assisted transition so that they have time to get used to a new school environment
- In some cases, we may visit secondary schools with the parents of SEND children in order to help them make the best choice for their child
- Our SENCO will liaise with the SENCO from receiving secondary schools in order to pass on information regarding pupils with SEND

### **How are the school's resources allocated and matched to children's SEND?**

- The school receives funding for all pupils, and the SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs
- Our SEND budget enables us to employ a team of TAs who deliver programmes designed to meet individual and group needs
- If the assessment of a child's needs identifies something that is significantly different from what is usually available, additional funding will be allocated. Parents will have a say in how it is used, in partnership with the school and specialists. You will be told if your child is eligible for a personal budget. This must be used to fund the agreed plan

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

- These decisions are made through consultation between the class teacher and the SLT. Decisions are based upon our regular tracking of pupils (2 or 3 times per year) and upon advice received from outside agencies
- The class teacher and SENCO will discuss the child's needs and decide what support would be appropriate, taking into account the targets on the provision map



"St Peter's is a dynamic place where children are nurtured, valued and challenged to reach their full potential in a caring, stimulating environment, in which Christian values underpin all our expectations."

- Different children will require different levels of support in order to bridge the gap to achieve age expected levels of achievement
- During their time at St Peter's, if further concerns are identified due to a pupil's lack of progress or well-being then other interventions will be arranged. You will be part of this process and will be kept informed

### **How can I be involved in discussions about planning for my child's education?**

- At St Peter's we really value our partnership with parents/carers, and we encourage you to contribute fully to your child's education. This may be through:
  - Discussions with the class teacher (informally and through parents' evenings)
  - During meetings with the SENCO and other professionals
  - During regular meetings with the class teacher to discuss your child's provision map and targets, some of which may be met through support you can provide at home

### **How can parents/carers get extra support?**

Your views are very important to us and we want to work in partnership with you to provide the best possible outcomes for your child.

If you have any concerns or feel you would benefit from extra support, please contact your child's class teacher in the first instance. You could arrange to meet with the SENCO, Mrs Sarah Margea or Mr Rhys Buckley, our Acting Headteacher. You could also ask to speak to Mrs Bonnie Rayment, our SEND governor.

Our SEND policy contains further information on our approach to providing a fully inclusive education for all pupils, including those with SEND. Please see our school website or ask the office for a paper copy.

All local authorities have a statutory duty to develop and publish a Local Offer, setting out in one place information about the support they expect to be available across education, health and social care. This is for children and young people in their area who have SEN or a disability, including those who do not have EHC plans.

### **South Gloucestershire's Local Offer**

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN, their parents and service providers in its development and review.

Local authorities and their partner bodies and agencies, including schools, must cooperate with each other in the on-going review of the Local Offer. South Gloucestershire Council have published their Local Offer and it is available at:



<http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

There are a number of parent support groups who are on hand to help. South Glos Parents/Carers group 'Our Voice Matters' is a good source of support: [www.sglospc.org.uk](http://www.sglospc.org.uk) Tel: 01454 501009

## Appendix A- Individual Provision Map

September 2016- March 2017

Code of Practice Graduated Response: Cognition and Learning Communication and Interaction Emotional, Behavioural and Social Sensory and Physical

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-9.00am interventions	Smart moves- 6 children	Smart moves- 6 children	Smart moves- 6 children	Smart moves- 6 children	
9.00-9.20am Morning challenge time	In class support 1:1 or small group	In class support 1:1 or small group	In class support 1:1 or small group	In class support 1:1 or small group	In class support 1:1 or small group
9.20-10.05 10.45-11.05am Maths	In class support 1:1 or small group (Maths- support staying on task and focused )	In class support 1:1 or small group (Maths- support staying on task and focused )	In class support 1:1 or small group (Maths- support staying on task and focused )	In class support 1:1 or small group (Maths- support staying on task and focused )	
11.05- 12.00pm English	In class support 2:1 or small group (English- support with phonemes and spelling)	In class support 2:1 or small group (English- support with phonemes and spelling)	In class support 2:1 or small group (English- support with phonemes and spelling)	In class support 2:1 or small group (English- support with phonemes and spelling)	In class support 2:1 or small group (English- support with phonemes and spelling)
12.00-1.10pm Lunchtime		Support outside during unstructured activities- modelling turn taking	Mentoring time with future stars coaches- support during mealtimes		
1.10-1.30 Guided reading/ interventions	Time for talk session with Mrs Smith to support communication and self esteem		Time for talk	Time for talk	
1.30-2.00 Topic sessions	Mentoring session with Mrs Smith- 15 minutes. Support with phonics and emotional wellbeing				Mentoring session with Mrs Smith-
2.00-3.00 Topic sessions	In class support small group topic session		In class support small group topic session		
3.00-3.20 Group intervention	Speech group 3 pupils 20 minutes (f,s,l sounds with targets set by speech therapist)		Speech group 3 pupils 20 minutes	Speech group 3 pupils 20 minutes	
Total					17 hours and 25 minutes support



*Photo Here*      's One Page Profile...

**Great things about *Name*:**

**What's important to *Name*:**

**What you need to know to support *Name*:**

***Name*'s ideas for how her teachers can help *Name* achieve:**

***Name*'s ideas on how to his/her parents can help him/her achieve:**