

School Provision for Special Educational Needs (Local Offer)



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**Name of Policy
Policy and Procedure**

Adopted	July 2014
Review	July 2015

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Parent / Carer information

Essential information

SENCo – Special Educational Needs Co-ordinator, (within School)
SEND - Special Educational Needs and Disability
BSL - British sign language
EHC - Education Health and Care plan (replaces statement)

Identification of need

St Alphonsus' RC Primary School is a mainstream school which has a 26 place Nursery with children aged 3 – 11 years throughout.

- Upon entering Nursery School children are assessed, this is called a baseline assessment and the information is recorded and stored. Formal assessments are then carried out at regular intervals, at least annually, so we can track your child's progress over time.
- Children throughout the school are assessed regularly and monitored during termly progress meetings with the Class Teacher, Head teacher / Deputy and SENCo.
- Information from Parents during open evenings in the Autumn and Spring terms is also used to build up a picture of a child's particular needs. In addition to these meetings further meetings between Parents and the SENCO or other appropriate members of staff when necessary are also taken into account to build a picture of a child's needs.
- SENCO investigates further and may carry out more in-depth assessments of needs either in response to data or staff concerns.
- If required the school will bring in external professionals to further assess and give recommendations for appropriate provision.

How do we involve parents in planning for those needs?

- Parents of children who are identified as requiring SEN support will be invited to meet their child's class teacher and / or SENCo termly to discuss the provision of support available.
- Parents of pupils with an EHC meet with teachers at parent evenings, annual reviews and throughout the year termly.

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Who in school will support my child and how will this be monitored?

- SENCo will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision.
- All teachers at St Alphonsus' RC Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the New Code of Practice.
- Pupils who are registered as SEN support, in line with the SEN code of practice 2014, will have termly planning and evaluation meetings with yourselves and the pupil to oversee the plan, monitor progress and evaluate any interventions.
- Students with an EHC (statement) will have their progress and reviews with the SENCo.
- Quality first teaching is supported by a team of support staff who have differing roles. However, always central to this is breaking down barriers to learning and helping SEN students to move forward with their learning and progress.
- Effectiveness of a provision will be monitored by support staff carrying out continued assessment during or completing pre and post assessments for each intervention provided.

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

- From talking to parents and the pupil to understand and establish what they see as the priority.
- Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a pupil.
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a pupil.
- Interventions generally run for 10 week blocks and sometimes pupils will have one or more blocks continuous or have breaks in order to consolidate and apply the skill.

Curriculum

- All pupils have an entitlement to study a full curriculum.

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- The work will be differentiated by the class teacher during the delivery of quality first teaching.

Accessibility

How accessible is the school?

- St Alphonsus' RC Primary School is located on one floor with wheelchair access to all classrooms and access to outside areas from one classroom via a ramp and the Foundation stage area.
- There is disabled parking at the front of school and all visitors are able to access the main reception via an accessible entrance.
- There are two wheelchair accessible toilets located in the Foundation stage area and the dining room.

Parental Involvement

- Parents are invited into school regularly to share in a range of activities which include; religious festivals, performances, coffee mornings and art exhibitions.
- Parents are invited to an annual meeting to review their child's statement/EHCP
- Parent workshops are held to help parents support their child e.g. Phonics, reading and stay and play.
- Parents are encouraged to support their child's learning at home. Homework is provided for literacy, numeracy and for topic using a homework grid.

Overall Well Being & Specialist Services

How do we cater for children's medical needs?

- St Alphonsus' RC Primary School has a medicine policy which is situated in the main school office.
- A school nurse is available to support staff with any medical queries regarding the children in school and to meet with parents regarding queries relating to their child. The school nursing service carries out initial eye and hearing tests when the children are aged 4-5, (with Parental permission). The school nursing team will also carry out height and weight measurements of children when they enter full time school in Reception and when they leave in year 6.

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What Pastoral and social provision does the school offer?

- Children can talk to any member of staff whom they feel most comfortable with regarding issues which may be troubling them.
- The school buys in the services of a trained behaviour support assistant as well as accessing the services of an Educational Psychologist.
- There is a peer mentoring system in place during playtimes for children to buddy up with others to play games.
- We offer a range of after school clubs such as Family gardening club for all to attend socially.

How are children's views taken into consideration?

- Two pupils from each class represent their peers on the student council. Children can voice their opinions through these representatives.
- A number of subjects have representatives from each class and they meet with subject leaders to put their peers views forward on learning within that particular area.

Specialist Services

What other services does the school access?

- Speech and language therapy is provided by a number of specialist therapists.
- A Parent Support Adviser is employed part-time to support parents, liaise between home and school and monitor attendance.
- The school works closely with Social Services and other care providers to support the welfare of pupils.
- Additional support is available from LD CAHMS, the educational psychologist, Occupational therapy and peripatetic services for hearing and visually impaired pupils.

Staff Training

- All teachers have qualified teacher status and teaching assistants have a minimum of a Level 3 qualification.
- There is an induction programme that ensures all staff are trained in safeguarding and other medical procedures necessary to ensure the wellbeing of our pupils.

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- There is an ongoing programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning.
- St Alphonsus' RC Primary School is a member of the Trinity Partnership, (Middlesbrough Catholic Primary schools and Trinity Secondary school).

St Alphonsus' RC Primary School values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate. The table summarises the most recent staff training in respect of SEND and disabilities.

<u>Details of Full Staff Training</u>	<u>Details of Individual Staff Training</u>
Annual Child Protection training	Child protection
Speech & language awareness	Autism awareness
Memory issues	Dyslexia, dyscalculia & dyspraxia
	Elklan Speech, Language and Communication
	New SEN Code of Practice
	EVA conference - domestic violence

Activities outside of school

- As a school we are committed to providing all pupils with equal access to an enriched and extended curriculum.
- Visits to local theatres, art galleries, historic sites etc. are used to enhance and enrich the curriculum.
- A variety of after school clubs cater for a range of interests and abilities and include; music, cookery, PE, football and gardening.

Transition

- Children who join our nursery are invited to come in for four sessions prior to starting in nursery. Parents join in a 'getting ready for nursery' course while the children become familiar with the setting. As part of the course the parents have an opportunity to explore the setting with their child.
- Children joining us in the middle of an academic year do so by arrangement with the head teacher.
- As pupils prepare to leave us at the end of year six the year six teacher and / or Senco meet with members of the receiving Secondary staff in order to aid transition fully for each pupil.

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SEND Resources

How are the school resources allocated and matched to the young person's special educational needs?

- All resources are allocated to and matched using the extensive data that the school holds about each student;
- This includes planning for these interventions with parents and students.

How is the SEND budget allocated?

- Every child who is identified as having Sen support receives base funding. Pupils with more complex needs may receive a 'top up' based on their level of need. There are four levels of need identified by Middlesbrough LEA and resources are allocated according to assessed need.

Further information

St Alphonsus' RC Primary School

Cadogan Street
North Ormesby
Middlesbrough
TS3 6PX
01642 243400

For further information contact: - st-alphonsus@middlesbrough.gov.uk

School website address: - www.stalphonsusrcschool.co.uk

Middlesbrough Council web site is: www.middlesbrough.gov.uk

SEN Officer David Ball



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Information for Pupils

Helpful information

SENCo – Special Educational Needs Co-ordinator – Person within School who supports teachers and organises extra support for a pupil.

SEND - Special Educational Needs and Disability

BSL - British sign language

EHC - Education Health and Care plan (replaces statement)

Educational Psychologist – Person who comes into school to carry out cognitive tests and give teachers different ways to help an individual.

Identification of need

How do you identify young people with special educational needs?

- We monitor your progress from starting nursery until you leave in year six.
- We listen to your Parents.
- We listen to you.
- We listen to other people who carry out assessments for example, medical staff.

Support

What should I do if I think I need extra help?

- Speak to your class teacher or teaching assistant.
- Speak to the Senco, (Mrs Woods).

Curriculum

What are the school's approaches to differentiation?

- Teachers plan to allow each child to access each lesson yet still make sure you are learning something else.

My Involvement

How will I be involved in planning for my needs?

- Pupils can voice their ideas through their Student council representative or subject representative.
- If you feel you are not being listened to then you can go to any adult in school who will then speak to the Senco, (Mrs Woods).



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- We will speak to you and your parents to plan and review the support you will be given.

Learning

Who will tell me what I can do to help myself and be more independent?

- Teacher
- Teaching Assistant
- Senco
- Educational Psychologist.

How will I know if I am doing as well as I should be?

- You will have targets to reach which we have agreed on.
- We will meet to check your progress.

What sort of things are available to help me?

- Small group reading work
- Individual reading work
- Small group numeracy work
- Individual numeracy work
- Small group writing work
- Individual writing work
- Social and / or emotional support work
- Physical motor control.
- Auditory memory work
- Visual memory work

Well being

What should I do if I am worried about my school work?

- You can talk to any member of staff regarding issues which may be troubling you.
- There is a peer mentoring system in place during playtimes for children to buddy up with others to play games.

What else do you offer in school?

- There are a number of after school clubs such as sport or Family gardening club for all to attend socially.



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- We have a behaviour support assistant who will help with issues regarding social / emotional issues.
- We have an Educational Psychologist who helps the teachers find the best way to help you learn.
- We have a support assistant who monitors attendance and she will speak to parents to make sure you arrive on time every day.
- We have an achievement assembly which celebrates personal achievements.
- We have a competition for whole class attendance.
- We celebrate individual 100% attendance.

What support is there if I have medical or disability needs?

- We will make sure all adults are aware of your needs.
- We will make sure the information is not shared with other pupils unless you agree.
- We will talk through your needs with your parents and you. Any extra support will be discussed and key adults identified.
- All of the classrooms are wheelchair accessible with access to outside areas via one classroom with a ramp in key stage 2 and flat area from nursery.
- There are two disabled toilets within the school; one in the nursery and one in the dining area.
- We will administer medicine with your parent's permission.

Involvement in activities outside of the classroom

Will I be able to access all of the activities available and how will you help me to do this?

- We will support you to access any activities we offer outside of school hours.
- We will talk to you and your parents regarding any issues which may arise in order to decide on the best action to take.

Transition

How will I be prepared to move onto the next stage of my school life?

- When you move from one key stage to another you will have transition days to become familiar.



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- We will send your progress and support information on to another school.
- We will meet with key people from your new school to discuss any support you require.
- We will meet with you and your parents to discuss any worries.