

School and Early Years Template – Blackburn with Darwen Council’s Local Offer for Children & Young People with Special Educational Needs and Disabilities (SEND)

Completion Guidance

Please consider your audience when completing your entry and ensure any acronyms and abbreviations are initially introduced in full, and that brief explanations are provided against process/system names when this would prove helpful to the reader. Information provided should be concise and relevant to your setting, whilst addressing each question. Jargon should be avoided and unless otherwise stated information should be entered as full commentary, rather than bulleted lists.

Please note: ‘notes to authors’ (NTA) have been incorporated to support completion and to highlight statutory information requirements.

Completed forms to be forwarded to hannah.fish@blackburn.gov.uk by 25 July 2014

Who we are

St. Peter's is a Voluntary Aided Church of England Primary School attached to the Parish Church of St. Peter's in Darwen, Lancashire. We currently have 279 children on roll and have a maximum of 45 intake per year group. We currently have 11 classes across the school: 2 Reception classes, 3 KS1 classes and 6 KS2 classes. There are currently around 22% of the children on the Special Needs register and 34% eligible for Pupil Premium.

Our core values of Love, Joy, Respect, Care and Trust underpin everything that we do at St. Peter’s and we are proud of our high standards of behaviour and the quality and appearance of our school uniform.

This local offer is written in conjunction with our SEN Policy

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

Speech and Language
Educational Psychology
Inclusion Support Services
Outreach Support Services

Pupil Counselling
Family Support
Specialist provision at other establishments (e.g. use of the Sensory room at a special school)

What training and experience have the staff supporting children and young people with special educational needs and/or disabilities had, or are having?

All staff have Safeguarding, First Aid, Disability Awareness, Racial Awareness, E safety

Most staff have Letters and Sounds, Numicon Maths resource training, use of ICT (software and hardware including interactive whiteboards).

One or more members of staff: working towards National SENCo Award, Reading Recovery, Fine and Gross Motor Skills programmes, Makaton Signing, Attachment and Loss, Derbyshire Language Programme, , Clicker, Social Stories (Behaviour / ASD resources), Epipen Use, Defib training, epilepsy training

Accessibility

- Accessible toilet
- Accessible entrances
- Handrails on steps

Who to contact

Name: Miss Stacey-Jo Rawlings

Phone: 01254 701299

Email: office@stpetersdarwen.blackburn.sch.uk

Website: <http://www.stpeterscep.co.uk/#>

How do you know if my child/young person needs extra help?

The inclusive nature of our school means that we seek to provide the best opportunities for learning whatever the child's background, ability or family circumstances. We welcome children with any form of SEND and are able to access support for wide ranging needs, including cognition and learning, speech and language, physical, medical, sensory, social, emotional, behaviour and English as an additional language. The school will make every effort to respond appropriately to concerns raised by parents/carers, teachers, services already involved with the child e.g: Inclusion Support Services, the pupil's previous school or preschool, lack of progress, poor test scores, a change in the pupil's behaviour or when a pupil asks directly for help.

What should I do if I think my child/young person may have special educational needs?

Here at St. Peter's we firmly believe that early identification is the key to every child reaching their full potential. We will work with parents through their concerns. Parents should note any known or diagnosed conditions on admission forms and when first contacting the school, along with details of professionals already involved with their child. If concerns arise, the parents should contact the child's teacher in the first instance, or the Special Educational Needs Coordinator (SENCo), through the school office.

How will staff support my child/young person?

Supporting all children through quality first teaching in all classes is the belief at St. Peter's. However, we realise that sometimes some children may require additional help or support. The SENCo works with teachers to identify needs, and agree appropriate provision. The class teacher will oversee, plan and work with children with SEN, in consultation with the SENCo and they evaluate and review the child's Individual Education Plan (IEP) on a termly basis. All teachers have high expectations for the progress of all children, including those with specific needs. There may be a Teaching Assistant (TA) working with the child, either individually or as part of a group to deliver specific interventions, classroom or playground support. The focus and regularity of these sessions will be explained to parents when the support starts. The class teacher and/or SENCo will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss the child's needs, support and progress. The class teacher, SENCo and Senior Management team monitor progress of all children requiring additional support across the school, in half termly Pupil Progress meetings. If further information is required, the SENCo is available to discuss support in more detail.

In some cases other agencies, such as Inclusion Support Services or the Educational Psychologist will be consulted, with parents'

prior consent and involvement. The advice and strategies from these professionals is used to help the class teacher / SENCo provide the appropriate support and provision for the child so that they are fully included in school life. Some children may need a higher level of support in which case the school will apply for individual funding to meet that child's education, health and care needs.

How will the curriculum be matched to my child's/young person's needs ?

Teacher's planning for all areas of the curriculum reflects the abilities and needs of the learners in that class. Our creative and stimulating topics provide the children with opportunities to learn about a range of subject areas that fire their imagination and creativity. Input from the children on what they would like to learn about within a topic is built into the planning process so that everyone's needs are catered for. This "differentiation" can be achieved by providing different activities, varying the degree of challenge or controlling the amount and type of support given.

As a school we are working hard to equip our children to be independent learners. Challenges and investigations are becoming more of a focus within lessons to allow the children to work at their own level and pursue their particular goals. Lessons are planned to allow members of staff to support, question or extend individuals and groups as appropriate, to ensure that they are engaging with all areas of the curriculum, whatever their challenges or needs. If necessary, specialist equipment is provided to help the children in their learning like writing slopes, computer programmes, coloured overlays or easy-to-use scissors.

How will teaching approaches be modified to support my child/young person?

The class teacher will provide teaching and activities to match the levels of learning of all children in the class. Teaching assistants often assist the class teacher in meeting all the children's needs but we always strive to help children work independently or with other children rather than become dependent on adult support. For a very few children with very specific needs, we may plan parts of the curriculum completely differently to the rest of the class to ensure the children make progress. Parents and carers would always be involved in these decisions.

How will both you and I know how my child/young person is doing?

Every half term, each class has a 'Craft and Target' day where the children individually have the opportunity to discuss their progress during that half term, establish which targets they have met and also the ones they need to work on the following half term.

Parents' evenings are also held in the Autumn and Spring terms to allow parents and their child's class teacher to discuss their progress during that term. The SENCo is also available on parents' evening and separate appointments can be made to see her to discuss any specific SEND concerns. In the Spring term each child receives a Mid-year report that shows their academic progress and effort during this school year, this is followed up in the Summer term with a full written report showing academic progress and comments on the overall child.

St. Peter's has an open door policy and the staff are willing to discuss parent's concerns at a time that is mutually convenient. In addition to the teaching staff, the school also employs a Family Well Being worker who is able to discuss parent's concerns on a more informal basis.

How will you help me to support my child/young person's learning?

The class teacher is responsible for the progress of all the children in the class but if the school feel that a child requires additional support to help them progress then this will be provided. Each half term the SENCo and Assessment coordinator meet to discuss the progress of all the children across school and decide on who may require additional support so that they can achieve their full potential. This support is provided by trained learning support staff; by specialist teachers or by specialist services. For many children a period of additional support will help them catch up with other children but for some children with special educational needs or disabilities, extra support will be needed more regularly. The SENCo and class teachers and learning support staff are responsible for planning the additional support children will need.

Most additional support is explained to parents/carers through meetings prior to the intervention commencing. For children with higher levels of special educational need or disabilities (who have an EHC or a specific diagnosis), parents/carers are invited to an individual child's planning meeting with school staff to discuss targets for each child and a plan of support. The plan is recorded on an IEP (individual education plan) and this details who will provide the support and how often. These meetings take place termly and we are happy to meet at other times too if needed. These meetings are in addition to the annual review, which parents will be invited to in order to discuss their child's progress against their outcomes, this will be arranged with parents and the SENCo, along with any other professionals who supports the child.

What support will there be for my child's/young person's overall wellbeing?

The school offers a range of pastoral support for children experiencing emotional or social difficulties. The young person's class teacher or teaching assistant is usually their first point of contact and the children are able to flag up concerns in the class worry box or through Personal, Social and Health education lessons. However, if the child wishes to speak confidentially to an adult the school also employs a Pupil Well-being coordinator who can help the children talk through their difficulties. If we then feel that the child requires additional support for their emotional wellbeing the SENCo, with the parents' prior consent, may refer these children to other organisations for more specialist help or support.

Where a child has a medical need, then a detailed Individual Health Plan (IHP) is compiled by the class teacher in consultation with parents/ carers and the School Nurse. The IHP is shared with all staff who are involved with the child. When necessary, the staff receive regular 'Epipen', epilepsy or other training from the School Nurse team.

If medicines need to be administered in school, a parent/ carer consent form is drawn up and signed by parents/ carers to ensure the safety of both the child and staff member administering the medication. This medication is kept securely in the school office.

What activities will be available for my child/young person?

Outside activities and school trips are available to all.
Risk assessments are carried out and procedures are put in place to enable all children to participate.

How will you prepare and support my child/young person during transitions?

Our reception class teachers make visits to the child's nursery setting prior to the children joining at the beginning of the reception year. There is also two, 1 hour transition visits for the children to come and experience the school setting in the Summer term prior to their admission. At these sessions, whilst the children are in their new classrooms, parents/carers have the opportunity to speak with the head teacher and SENCo as well as the school's Family Well-being worker about any concerns they may have. There may be the opportunity for more specific transition periods for children who already have an EHCP in place from nursery, this will be

arranged with the SENCo, parent and class teacher.

All children join Reception in September with staggered starts over the first week. All children who join our school (other than at the start of Reception) are given a peer mentor who will support them and help them settle into their new class.

For certain children with particular needs, we make a transition book to support each child moving from one class to the next. The book contains photos of the new class; new class teacher; new classmates etc. so that the child can look at the book over the summer break. In Year 6, teachers prepare children for the transition to secondary school and secondary staff visit the school to talk about all children's needs. Some children benefit from extra support over this transition to secondary school. These children will be supported by a teaching and learning assistant or the SENCo. This may involve additional visits to the secondary school. All children that receive the support through an EHC plan will have SENCo's of prospective schools invited to their annual review that is held in Year 6 for support for parents in this transition period too.

How are resources and equipment allocated and matched to my child's/young person's needs?

The SEN budget is allocated each financial year, following discussions between the Head teacher, Governing Body and SENCo. The money is used to provide additional support or resources targeted to the school's current needs and emerging priorities. Additional provision may be allocated after discussion with class teachers at pupil progress meetings or if a concern has been raised by them at another time during the year. Children who qualify for the Government's Pupil Premium funding are assessed and decisions made about how best to use that money. They may receive one-to-one or small group tuition, or have key resources or opportunities paid for during the year. The impact of this spending is carefully monitored by the school and Governing Body, and adjustments are made throughout the year.

How are decisions made about what type and how much support my child/young person will receive?

At the end of each half term the children's progress in Reading, Writing and Maths is assessed and from this data, as well as discussion with class teachers, the SENCo and Assessment coordinator allocate support appropriately. The SENCo liaises with all staff and parents to ensure that everybody is aware of the support the young person is receiving and updates the parents on a regular basis as to how the child is responding to this personalised support.

The SENCo, with prior consent of the parents, also makes referrals to outside agencies, leading to assessments of individual

children which in turn inform our decisions about the level and nature of support required and strategies to be used in class.

All parents/ carers are encouraged to contribute to their child's education. This partnership is fostered through discussion with the class teacher, including Parents' Evenings, and discussion with the SENCo and other specialist professionals working with their child. Parents/ carers value the dialogue we share between home and school which allows us to develop a holistic view of each individual child. Together, we are able to share goals to ensure that parental and school responsibility for nurturing the best in every child is achieved.