



# **St Patrick's C of E Primary School Local Offer**



### **How does the setting know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?**

If a child has a disability which prevents them from making use of educational facilities, the school will work with health and care professionals, as well as parents to identify need.

If a child has a significant difficulty with learning, the identification may happen over a period of time through teacher observation and assessment and discussion with parents. Assessment is sometimes needed from specialist teachers from outside of school. Assessments and reports from these professionals are used to identify and inform planning for a child with SEN to make progress.

The school offers termly meetings with parents regarding children's progress and any concerns would be discussed here. However, the school has good home/school links and parents are welcome to discuss their child's needs at any time should they have concerns.

### **How will setting staff support my child?**

The SENCo (Special Education Needs Coordinator) will oversee the education programme in consultation with teachers, teaching assistants and parents.

Good quality teaching should ensure that all needs of children should be met in lessons through careful differentiation. However, in some cases and particularly where needs are significant, children will be supported by teaching assistants within the classroom as well as outside the classroom when one to one or small group work is needed.

A named Governor for SEN monitors the progress of pupils with SEN each year.



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

Good quality teaching should ensure that all needs of children should be met in lessons through careful adaptation. Children with SEN are supported in class both by the class teacher and teaching assistants. Staff regularly monitor a child's needs through day to day assessment. As with all pupils in school, a child's progress is reviewed regularly to ensure that learning is taking place and progress is being made.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

There is an ongoing discussion between teacher and supporting teaching assistant to update and review targets for children with SEN, however a termly meeting takes place to update Individual Education Plans (IEP), which are sent to parents. Termly parent's meetings are held to discuss pupil progress, however, parents are more than welcome to discuss their child's progress should they so wish at any point in the year. For children with an Educational Health Care Plan (EHCP), an annual review of a child's needs takes place when any professionals involved in supporting a child will provide an update and review of a child's needs.

Progress is assessed in lessons on a daily basis, as well as through summative tests which occur each term. These results are reported to the Headteacher each term, and pupil progress discussed. An individual tracking system is kept in school, which monitors the progress of each child, showing expected, above expected and below expected progress. Parents are welcome to discuss their child's progress over time. All parents are given a written, yearly update in the summer term about their child's attainment in Reading, Writing, Mathematics and Religious Education and a summary of how well they are achieving. This is accompanied by the national expected level of attainment, to enable parents to monitor their child's progress. For children with an EHCP, the achievement of specific targets will indicate the progress that a child is making. The Pre-Key Stage assessments are sometimes used for children with SEN who are working well below the expected level. This assessment tool helps to identify



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

As a small church school, the pastoral, medical and social support is excellent. We have several trained paediatric first aiders on our staff to support the needs of our 92 children. Where a child's SEN relates to a medical need, staff work closely and act upon advice from medical colleagues. The school has a disabled shower room and toilet facilities and is fully accessible.

While children with an EHCP may have additional hours of teaching assistant support, additional teaching assistants often work in each class to support the learning and the well-being of the children. The school also employs a counsellor one afternoon a week, who works with individual children. She has provided training for staff and we also run group sessions in school when we feel there is a need.

The school's behaviour policy sets out how it responds to pupils with social, emotional or behavioural difficulties. Advice and support from outside agencies is used when necessary to ensure that a child's needs are being met.

### **What training is the staff receiving or have completed to support children with SEN?**

The school has a SENCo with over twenty years' experience. Training for staff is provided when need arises and the Local Authority link with the National Association for Special Educational Needs (a charitable membership organisation that exists to support and champion those working with, and for, children and young people with SEND and learning differences) has enabled the school to access very good quality professional development more recently. The school recognises the need for good quality training to enable it to meet the needs of pupils with SEN.

The school has good links with the Local Authority SEN support services and the Health Service, who also provide training and advice to help us to support pupils effectively.

We have a specialist teaching assistant who has trained with our Occupational Therapist to enable the school to assess and support children with sensory and physical needs across school.



### **How will the setting prepare and support my child to join school or to transfer to a new school or the next stage of education and life?**

The Foundation Stage teacher works closely with our pre-school staff to moderate and plan to ensure consistency across the setting. Transition from pre-school into Class 1 works well, with children moving up with confidence and engaging well. The Foundation Stage teacher also offers home visits in the summer term before a child starts school. This builds good relationships between home and school, enabling children to get the best support in those initial months of starting school.

For a pre-school child with identified special needs, the school works closely with the child's Health Visitor, pre-school staff and any other services involved, to ensure appropriate provision is made for the child starting school.

We also work closely with our local Secondary schools so that there is a smooth transition for pupils in year 6. Local Secondary school staff come into school in the summer term prior to the Year 6 children leaving. They talk about the transition to their chosen school and explain what they might expect. Both our local secondary schools offer transition days where children who will be moving on spend time at their chosen school. When a child has special educational needs, these will be discussed with the transition teacher from the local secondary school and a meeting set up with the SENCo (Special Educational Needs Co-ordinator) from both schools, so that a child's individual needs can be discussed and provision planned.

### **How are the settings' resources allocated and matched to children's special educational needs?**

The school SEN budget is used to fund additional hours for support staff. We feel that pupils with specific needs, need additional support for targeted interventions to enable them to make good progress.