

ST JEROME'S PRIMARY SCHOOL

LOCAL OFFER

Meeting the Needs of Pupils with Special Educational Needs (SEN) and Disabilities (SEND)



At St Jerome's Primary School we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Definition of Special Educational Needs (SEN)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole –class provision tend to be more cost effective and sustainable.

The New Code of Practice 2014: 6.12

Roles and Responsibilities

The class teacher is responsible and accountable for providing quality first teaching. You should speak to the class teacher first if you have any concerns about your child's progress. You may then be directed to the Special Educational Needs Coordinator (SENCO).

Our school SENCO is Mrs Buckley. She is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN. The SENCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. There is regular contact with a wide range of external agencies that are able to give more specialised advice.

The Local Offer

The local offer was introduced in the Green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

How does St Jerome's Primary know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

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

The class teacher is the initial point for responding to parental concerns. You may also contact the school SENCO.

How will I know how St Jerome's Primary School will support my child?

The Graduated Approach

As part of the Sefton agreement St Jerome's agrees to the provision of a minimum offer in terms of quality first teaching. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning difference. As part of the quality first offer on-going monitoring takes place by class teachers to identify pupils who are not making expected progress or who have needs that are affecting their ability to engage in learning activities. Our teachers know how to differentiate and make reasonable adjustments according to individual need. Termly monitoring and pupil progress meetings take place with the class teacher and Senior Leadership Team (SLT). The code of practice recognises that for some pupils it is necessary to track progress outside of nationally expected academic attainment for age. The assessment tool PIVATS is used for these pupils. This ensures that progress, no matter how small, is recognised.

If a child needs further support a bespoke support plan will be put together with defined outcomes. To do this, information will be gathered about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupils' needs, attainment, projected targets, motivators and how they respond to teaching approaches. The views of the pupil about their support will be given consideration at this stage.

Short-term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in the support plan. Actions agreed take into account each pupil's strengths as well as their learning difference.

In some cases additional resources may be allocated including additional adult support (Learning Partner). This support is deployed to ensure the pupil makes progress and can

engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

The class teacher manages the plan and suggested actions. They are accountable for the outcomes and therefore should discuss with the SENCO if they feel the plan is not working, for whatever reason.

Formal SEN review meetings are held termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded and a further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. An application for high needs top up funding may be made if the cost of support exceeds the £6000 threshold that is the school's responsibility. If the pupil is still not making progress despite the school having taken relevant and purposeful action over time, then parents and or school can make an application for an Education Health Care Assessment.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments will be made to enable them to fully access the curriculum including the sitting of National tests. E.g. Key Stage 2 SATS.

How will teaching be adapted to meet the needs of my child?

As part of the minimum quality first offer teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities; allocate additional help and support to certain pupils in the class, set open ended tasks and allow pupil response at different levels and through alternative means of recording.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on additional adult support.

What support will be available for my child?

Your child's class teacher will initially decide on the action needed to support your child's progress in light of earlier assessments or where there are new concerns with progress. Interventions are delivered by class teachers or teaching assistants. If initial interventions have not had the desired impact then further discussion would take place with the SENCO.

Teaching assistants at St Jerome's are primarily employed to effectively enhance the quality of teaching within the classroom. In addition to this they may support and deliver interventions that are planned and monitored by the class teacher.

Steps are taken to ensure all pupils can access what is being taught. There may be times when specific individual support is required to ensure a pupil can access learning. In this instance pupils will be given a plan and targets will be set according to their area of need. Appropriate specialist equipment may be given to the pupil e.g. writing slope, pencil grip.

How will I know how my child is doing?

You will be able to discuss your child's progress at the termly parents evenings.

Your child's class teacher will also be available at the end of the day if you wish to raise any concern. Appointments can be made to speak in more detail to the teacher or SENCO.

What support will there be for my child's social, emotional and mental health?

We want all our children to feel safe and secure within our school as we believe this is the key to learning and making progress. The most important thing is for our children to know they will be listened to and have a voice.

For children with additional social, emotional or mental health concerns we work in partnership with parents, the school nurse, Behaviour Support and Consultant Therapists. Strategies and interventions would be put in place in response to your child's needs and be timetabled accordingly. This may be around developing your child's social interaction skills, increasing their self-esteem or teaching them anger management strategies. These sessions take place in response to children's needs and are timetabled into the week and usually last for a period of up to half a term. Parents are informed of these interventions and may also request that their child be involved.

What if my child has medical needs?

If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents/carers.

Key persons in school have first aid training and our staff receive appropriate training delivered from the school nurse e.g. Epipen training.

Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Sefton Advisory and Inclusion Service (SAIS) who work with school to provide
 - Strategies to ensure access and enhance progress
 - Support with bespoke support plans
 - Specialist assessments and provide feedback
 - Training
- Education Psychology Service
- Physiotherapy Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Child and Adolescence Mental Health Service (CAMHS)
- Paediatric Services

- Behaviour Support
- School Nurse

How skilled are staff in meeting the needs of my child?

An audit of the school population takes place each year to ensure that the relevant teachers and support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND with whom they work. On-going training is given and is available as required to meet individual needs.

Individual Care plans are updated yearly unless the need for modification arises prior to this. St Jerome's is a Dyslexia Friendly school.

How accessible is the school environment?

St Jerome's is a mainstream primary school on one level, adapted for access by pupils with physical disabilities. As a school we are happy to discuss individual access requirements.

How will the school support my child when joining St Jerome's or transferring to a new school?

Pupils identified with additional needs will be supported with an enhanced transition package bespoke to the child and in addition to the usual transition arrangements. This may include:

- Discussions between previous or receiving schools prior to pupil joining/leaving
- Additional visits for pupils who need extra time in their new school
- Receiving class teacher can visit the pupil in their current setting
- The SENCO and/or class teacher can attend the primary/secondary transition meetings to discuss specific needs of pupils and the nature and level of support which has had the most impact.

Who can I contact for further information?

If you wish to discuss your child's educational needs or have a concern about something regarding your child's schooling please contact the school office to arrange a meeting with your child's class teacher, the SENCO or the Head Teacher.

