



Seaton St. Paul's C of E Junior School

Local Offer

<p>What is the purpose of the Local Offer?</p>	<p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> • To provide clear, comprehensive and accessible information about the provision available. • To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND (Special Educational Needs and Disabilities), parents/carers and service providers in its development and review.
<p>How does the school 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?</p>	<p>Procedures For Identifying SEND:</p> <ul style="list-style-type: none"> • The use of baseline test on entry into year 3 will be used as a strong early indicator of pupils with special educational needs. • SENCO (Special Educational Needs Coordinator) transfer information. • KS1 results are also used to help identify children with SEND at the earliest stage. • Class Teacher monitoring. <p>Key Stage 2 Triggers for Concern:</p> <ul style="list-style-type: none"> • When a child <ul style="list-style-type: none"> ○ Makes little or no progress even when teaching approaches are targeted in a child's identified area of weakness. ○ Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curricular areas. ○ Presents persistent emotional or behavioural difficulties, which are not improved by the school's behaviour curriculum, including the social group provision. ○ Has sensory or physical problems and continues to make little or no progress despite provision or specialist equipment. ○ Has communication and/or interaction difficulties and continues to make little or no progress despite provision of an adapted / scaffolded curriculum.

	<p>If your child is then identified as not making progress the school will set up an meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • listen to any concerns you may have too • plan any additional support your child may receive • discuss with you any referrals to outside professionals to support your child's learning <p>If you have concerns about your child's progress you should speak to your child's class teacher initially.</p> <ul style="list-style-type: none"> • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head Teacher • If you are still not happy you can speak to the school SEND (Special Educational Needs and Disability) Governor.
<p>How will school staff support my child/young person?</p>	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress. <p>All children in school should be getting this as a part of excellent classroom practice when needed.</p> <p>Specific group work within a smaller group of children.</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or most often a teaching assistant who has had training to run these groups.

- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Individual support for your child.

This means a child has been identified by the class teacher/SENCO as needing some extra support in school. The child will have a SEN Support Plan and will receive 1:1 support / small group sessions in school. A professional from outside the school may also be contacted to offer support. This may be from:

- ASC (Autism Spectrum Condition) Specialist teachers, Speech and Language therapy, Occupational therapy, Physiotherapy, Deaf and Hearing Impaired Specialist teachers etc.

For your child this would mean:

- Your child will have been identified by the class teacher (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with outside professional

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

	<p>This is provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.</p> <p>Your child will also need specialist support in school from a professional outside the school. This may be from: ASD Specialist teachers, Speech and Language therapy, Occupational therapy etc.</p> <p>For your child this would mean:</p> <ul style="list-style-type: none"> • The school (or you) can request that Cumberland Council carry out an Education, Health and Care Plan assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. • After the school have sent in the request to Cumberland Council (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education, Health and Care Plan assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support. • After the reports have all been sent in Cumberland Council will decide if your child's needs are severe, complex and lifelong and that they need extra support in school to make good progress. If this is the case they will write an Education, Health and Care Plan • The Education, Health and Care Plan will outline the number of hours of individual/small group support your child will receive from Cumberland Council and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</p> <p>Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p>

	<p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</p>
<p>How will I know how my child/young person is doing and how will you help me to support my child's learning?</p>	<p>Your child's progress is continually monitored by his/her class teacher, SENCO, assessment coordinator and Head Teacher.</p> <p>Their progress is reviewed formally every term.</p> <p>The pre-key stage standards are used for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.</p> <p>If a pupil is working below the standard of these pre-key stage standards, their outcome will be reported using the engagement model.</p> <p>At the end of key stage 2 children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Some children may receive additional access arrangements or in some cases can be disapplied.</p> <p>Children with SEN support will have an SEN Support Plan which will be reviewed with your involvement, every term and the plan for the next term made.</p> <p>The progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>Strategies to enhance self esteem/promote emotional well being:</p> <ul style="list-style-type: none"> • Mental Health and Well-being Lead in school. • Social Skills group to focus on Social, Emotional and Mental Health needs. • ELSA (Emotional Literacy Support Assistant) to provide small group or 1:1 sessions. • Regular liaison between staff.

	<ul style="list-style-type: none"> • Collaboration and communication with all external professionals involved with children as appropriate e.g. GPs, CAMHS (Child and Adolescent Mental Health Services) and external agencies. • Educational psychologist (EP) works closely with referred children and their parents. • Open door policy for parents <p>Access to medical interventions:</p> <ul style="list-style-type: none"> • Wide range of staff and midday supervisors trained in First Aid • Staff training in the administration of support and/ or medication for Anaphylaxis and EpiPen use • Liaison with medical professionals for children with ongoing treatment. • Lists of children and details of the child's condition and required medication displayed in the staffroom and classrooms. • Individual protocols for children with significant medical needs. <p>Strategies to support/modify behaviour:</p> <ul style="list-style-type: none"> • Consistent school wide implementation of the school's behaviour policy • SEND registration of those pupils whose behaviour difficulties are persistent and constitute a barrier to learning. Provision will include close collaboration with parents/carers, home/school book to ensure daily communication between home and school, daily behaviour oversight by school staff • Wide range of pastoral support to support children's behaviour in and beyond the classroom • Where a pupil's behaviour deteriorates because of inadequate response to the above provision a referral will be made to one or more of the following agencies: the EP, Community Paediatrician, CAMHS. <p>Support/supervision at unstructured times of the day including personal care:</p> <ul style="list-style-type: none"> • Trained midday supervisor in the lunch hall and playgrounds • Midday supervisor/TA initiating and supporting activities during lunchtime • Responsible People (Year 6s) helping in playground
<p>What specialist services and expertise are available at or</p>	<p>Our SENCO is a fully qualified teacher with experience in managing Special Educational Needs and Disabilities.</p> <p>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:</p>

<p>accessed by the school?</p>	<ul style="list-style-type: none"> • Specialist Teaching Advisory Service • Educational Psychologists • Health including GPs, School Nurse, Paediatrician, Speech & Language Therapist, Occupational Therapist, Physiotherapist, Child and Adolescent Mental Health Services • Social Care including Locality Team, Social Workers, Educational Psychologist, Counselling services and therapists • Others e.g. Police Community Support Officers, Family Action, Barnardo's, NSPCC
<p>What training is the staff receiving or have completed to support children and young people with SEND?</p>	<p>The SENCO's job is to support the class teacher in planning for children with SEND.</p> <p>The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASC and Speech and language difficulties.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</p>
<p>How accessible is the school environment?</p>	<p>The building is accessible to children with physical disability via ramps.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs.</p> <p>After school provision is accessible to all children including those with SEND.</p> <p>Extra-curricular activities are accessible for children with SEND.</p>
<p>How will the school prepare and support my child to join the school or to transfer to a new school or</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.</p> <p>If your child is moving child to another school:</p>

<p>the next stage of education and life?</p>	<ul style="list-style-type: none"> • We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. • We will ensure additional transition sessions are arranged if required. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher. All SEN Support Plans will be shared with the new teacher. • If your child would be helped by a book to support them understand moving on then it will be made for them. <p>In Year 6:</p> <ul style="list-style-type: none"> • The SENCO will arrange meetings to discuss the specific needs of your child with the SENCO of their secondary school. • Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school budget, received from Cumberland Council, includes money for supporting children with SEND.</p> <p>The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> • the children getting extra support already • the children needing extra support • the children who have been identified as not making as much progress as would be expected <p>This information will be used to decide what resources/training and support is needed.</p> <p>All resources/training and support are reviewed regularly and changes made as needed.</p>
<p>How is the decision made about what type and how much</p>	<p>The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate.</p> <p>Different children will require different types of support in order to bridge the gap to achieve age expected levels.</p>

<p>support my child will receive?</p>	<p>This could involve discussions with parents, as appropriate.</p> <p>We can judge if the support has had an impact by reviewing targets on SEN Support Plans and ensuring they are being met, by monitoring progress against national age expected levels and observing that the gap is narrowing, through verbal feedback from the parent and pupil and the fact that children may move off the SEND register when they have made sufficient progress in an identified area.</p>
<p>Who can I contact for further information?</p>	<p>First point of contact would be your child's class teacher to share your concerns.</p> <p>You could also arrange to meet Mrs White who is currently our SENCO.</p> <p>Look at the SEND policy on our website.</p> <p>Look at Cumberland County Council's Local Offer - https://cumberlandsend.co.uk/cumberland-send</p> <p>Contact Parent Partnership</p> <p>Contact IPSEA (Independent Parental Special Education Advice) - https://www.ipsea.org.uk/</p> <p>If you are considering whether your child should join the school, contact the School Office to make an appointment to meet the Headteacher.</p>