

St. Peter's Primary School



School Offer

for

**Children with Special Educational Needs and/or Disabilities
(SEND)**

At St Peter's School it is our aim to be as inclusive as possible in order to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

**October 2017
Our School Offer is Reviewed Annually**

About our school

St. Peter's School is an inclusive school and provides a range of support to suit the needs of children with special educational needs, including those with:

- **Communication and Interaction needs;**
this includes children who have speech, language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical needs;**
this includes children who have visual or hearing needs, or a physical disability that affects their learning

The support provided will be tailored to meet individual needs following thorough assessment. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

Information and Guidance:

Who should I contact to discuss the concerns or the needs of my child?

Class teacher(s)

The classteacher is responsible for:

- adapting and refining the curriculum to respond to strengths and needs of all children
- checking on the progress of your child
- identifying, planning and delivering any additional support through quality first teaching
- contributing to Pupil Profiles to prioritise and focus on the next steps required for your child to make progress in their learning
- applying the school's SEN policy

Special Educational Needs
Coordinator (SENCo)
Mrs. Shelley Godfrey
Email:
sgodfrey@stpeters.oxon.sch.uk

If you have concerns about your child you should speak to your child's classteacher first. They may then consult the SENCo.

The SENCo is responsible for:

- coordinating provision for children with SEND and developing the school's SEN policy
- liaising with a range of agencies outside of school who can offer advice and support to help children overcome any difficulties
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the range and level of support offered to their child
 - included in reviewing how their child is doing
 - consulted about planning successful movement (transition) to a new group or school (see Transition Policy)

<p>Headteacher Mrs. Sam King Email: headteacher@stpeters.oxon.sch.uk Governor with SEND responsibility</p>	<p>The Headteacher has overall responsibility for the day to day management of all aspects of the school, including the provision made for children with SEND.</p> <p>In co-operation with the Headteacher the governors have a legal responsibility for:</p> <ul style="list-style-type: none"> • supporting the school to evaluate and develop the quality and impact of provision for children with SEND across the school. • developing & monitoring the school's SEN policy and Inclusion policy as part of the school development plan. • reviewing the Access Plan and Equality/Disability Scheme annually • reporting to parents on the implementation of the schools SEN policy
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How do we identify and give extra help to children with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Assessment, Planning and Review

How can I find out about how well my child is doing?

On-going monitoring takes place by classteachers to identify children who are not making progress or who have behaviour or other needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. If appropriate, the views of the child about their support will be given consideration at this stage.

This additional support is documented in a Provision Map, Pupil Profile or Behaviour Support Plan. In consultation with the SENCo and parents, outcomes 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 these support programmes. Actions agreed take into account each child's strengths as well as their difficulties. All Provision Maps are evaluated for effectiveness and value for money by the SENCo and Headteacher.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held three times a year. Parents, relevant external agencies and,

where appropriate, children are invited to review the provision made 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.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, the school's Educational Psychologist and other professionals may be consulted where appropriate. Further details about this process will be explained in the Local Authority's Local Offer. <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

Specified Individual support for your child of more than 20 hours in school:

This is usually provided via an Education, Health and Care Plan (EHCP) which has been approved by the Oxfordshire SEND/Inclusion Officer. This means your child will have then been identified as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.

Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. Evidence will need to be collected to support an Educational Health and Care Plan which replaces the Statutory Assessment (Educational Statement) process.

End of Key Stage 1 Tests: Access Arrangements

For some children additional arrangements and adjustments can be made to enable them to fully access End of Key Stage 1 and Key Stage 2 tests (SATs). This might include modifications to test papers, rest breaks or the use of a scribe.

What should I do if I need more information or need to make a complaint?

Please speak to the class teacher in the first instance. If any issues have not been resolved, please make an appointment to see the SENCo. If you need to speak with someone further, please make an appointment to speak with the Head Teacher. If these actions have been followed and you still need to speak with someone, please make an appointment with the Chair of Governors.

For further information, please see our Complaints Policy at: www.stpeters.oxon.sch.uk

Curriculum and Teaching Methods (including groupings and interventions)

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

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual children's needs, learning styles and requirements. Differentiation is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning, whether they have additional needs or not.

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 children with a long term goal of developing independent learning skills. Monitoring takes place to avoid children becoming over reliant and dependent on this adult support.

Intervention and access to learning and the curriculum

Children may receive additional support in order to ensure access to all areas of the curriculum:

- in core subjects
- in practical subjects
- in group work
- through Literacy/maths interventions
- through behaviour/nurture programmes

Strategies to support and develop literacy skills include:

- focused reading lessons, with shared, guided or paired reading
- additional phonics support
- small group intervention programmes
- 1:1 intervention programmes

Strategies to support and develop numeracy skills include:

- Small group intervention programmes
- 1:1 intervention programmes

Strategies/support to develop independent learning include:

- visual timetables for class and/or individual students
- making adjustments to curriculum materials to enable access for all

Strategies/programmes to support speech and language include:

- advice provided by Speech and Language therapist
- speech therapy group work delivered by support staff
- use of a Speech Therapist when statement specifically stipulates number of hours.
- small group intervention programmes

Pastoral Support

Strategies to support the development of social skills and enhance self-esteem include:

- clear rewards and sanctions
- celebration Assemblies
- SEAL resources and Circle Time
- small group programmes
- behaviour and nurture interventions/support groups

Strategies to reduce anxiety/promote emotional wellbeing include:

- regular contact and liaison with parents as necessary
- open door policy
- transition support, visits and events
- reduced modified timetable when necessary
- Support from our Emotional Literacy Support Assistant (ELSA)

Strategies to support/modify behaviour include:

- school sanctions and rewards as set out in School's Behaviour Policy
- behaviour or Pastoral support plan
- behaviour Support Services
- behaviour and nurture interventions/support groups

Planning, assessment, evaluation and next steps strategies include:

- the updating and review of Pupil Profiles (x3 per year)
- observations made by Classteachers and SENCo
- CAF (Common Assessment Framework) process/TAF (Team around the family) review

Personal and medical care is provided through:

- care plans for children with medical needs
- referrals and support from Occupational Therapists or Physiotherapists where necessary
- school nurse support
- referral to paediatrician
- liaison with GPs, Hospitals and School Nurse
- referral to PCAMHs/CAMHS

For further information, please see our 'Supporting Children with Medical Needs Policy' at:

www.stpeters.oxon.sch.uk

Partnerships with External Agencies

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. Some are directly funded by the school; others are paid for centrally by the Local Authority but delivered in school. We liaise and communicate with professionals and parents and attend meetings and prepare reports as required.

External agencies include:

Agency	Description of Support
Educational Professional responsible for Looked after Children Virtual School Headteacher	Advice and support https://www.oxfordshire.gov.uk/cms/public-site/virtual-school-looked-after-children-and-care-leavers-0-25
Educational Psychology Service EP: Mark Corness	Planning meeting, assessment, parent liaison, observations and advice following SENCo referral
Inclusion Officer/SEN Officer Darren Utonagon/Bridget Moore	Advice and support, Educational Health and Care Plans
Mulberry Bush Behaviour Outreach Service MBOX	Observations, staff training, advice and support
Occupational Health Professionals	Assessment, advice and support following referral
PCAMHs/CAMHs	Assessments, advice and support following referral
Parent Partnership Service	Support for Parents with children who have special needs https://www.oxfordshire.gov.uk/cms/public-site/support-parents-children-special-educational-needs
School Nurse	Advice, support and training
Special Educational Needs Support Service SENSS Team	Observations, training, advice and support following referral
Speech & Language Service (NHS) SALT: Jennie Nicoll	Assessments, advice, staff Support, termly sessions with specific children when appropriate.
Witney Early Intervention Hub	Support for staff and parents, courses, individualised support following referral.

Transition

How will the school help my child move to a new year group or to a different school?

When moving to another school: We will contact the SENCo of the school to which your child is transferring and share information about special arrangements and support that has been made to help your child achieve their learning goals

Where possible we will ensure that all relevant documents are passed on prior to transition. The SENCo will meet with the SENCo from the school your child is moving to and discuss the specific needs of your child and the nature and level of support which has had the most impact. If needed, vulnerable children are invited to additional transition visits day at their new school.

In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school, particularly if your child has an Education, Health and Care plan.

Please see our 'Transition Policy' for more details.

Staffing Expertise

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered :

Dyslexia, Speech and Language, Team Teach, Safeguarding, Autism and Behaviour Management.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

Accredited SENCo (National Award)

Teaching Assistants trained to deliver Speech and Language programmes

First Aid Trained Teachers and Teaching Assistants

FURTHER INFORMATION about support and services for children and their families can be found in:

The Local Authority Local Offer :

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

Oxfordshire Parent Partnership:

<https://www.oxfordshire.gov.uk/cms/public-site/support-parents-children-special-educational-needs>

The DfE Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our SEN Policy on the school's website: www.stpeters.oxon.sch.uk

GLOSSARY OF TERMS

BSP

Behaviour Support Plan

CAF

Common Assessment Framework

CAMHS/PCAMHs	Child & Adolescent Mental Health Service
EHCP	Education, Health, Care Plan
EP	Educational Psychologist
MBOX	Mulberry Bush Behaviour Outreach Service
OT	Occupational Health Service
PP	Pupil Profile
PSP	Personal Support Plan
SALT	Speech and Language Therapist
SEN Code of Practice	The legal document that sets out the requirements for SEN
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and or Disabilities
SENSS	Special Educational Needs Support Services
TAC/TAF	Team Around the Child/ Team Around the Family