

HORBURY ST PETER'S AND CLIFTON CE (VC) PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABLED LEARNERS: LOCAL OFFER

All Wakefield schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen. At St Peter's and Clifton we fully support this aim. The answers to the questions below will help to clarify how we seek to do this.

1. How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help. These include:

- Discussions with teachers from the previous class at transition meetings
- Child performing below age expected levels in teacher assessments
- Concerns raised by parents
- Through termly Pupil Progress Meetings held between teaching staff, Key Stage Coordinators and Headteacher.
- Concerns raised by teachers, for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. Learning Support Service, Education Psychology Service, Communication, Interaction and Access Team and Medical Agencies
- Health diagnosis and advice from paediatrician/doctor

As a school, we measure children's progress in learning against national expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We also track the children's progress throughout school, using a variety of different methods. This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals to give advice and support. If this is the case we will discuss this with beforehand to seek your permission.

2. What should I do if I am concerned about my child?

If you are concerned about your child, firstly speak to the class teacher. If you require further advice please contact the school to arrange an appointment with one of our Special Educational Needs Coordinators (SENCo)

3. How will my child be supported in school?

- Children's needs are supported through high quality teaching in class.
- Work is planned carefully to take account of different abilities to ensure an appropriate level of challenge is in place
- The progress of children is monitored on a regular basis and reviewed with the Headteacher at the start of each term
- If necessary, the class teacher will devise a plan to support your child, setting targets which will be reviewed every term.

- Where progress is not being made, despite the measures above, school will, with parents' permission, seek advice from outside agencies to develop a plan to support your child.

4. How will the curriculum be matched to my child's need?

- Work in lessons is planned to take account of different abilities and those with special needs. As a result tasks may be modified and resources provided to better enable children to learn and progress
- If a child has been identified as having a special need they may be given a 'one page profile'. Targets will be set according to the area of need. These will be monitored by the class teacher. One page profiles will be discussed with parents and a copy given to them. New programmes or support are organised as necessary, leading to personalised learning and are regularly updated
- If appropriate specialist equipment may be given to the pupil
- Children work in a variety of groupings, such as 1:1, small supported groups, mixed ability and similar ability groups.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs
- Tracking and assessment enables each class teacher to analyse the progress of each child

5. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- You will be able to discuss your child's progress at parents' consultation meetings.
- Your child's class teacher will be available at the start, or possibly at the end of the day or session, if you wish to discuss any concerns. Appointments to speak in more detail with the class teacher can be made at the school office
- The class teacher may suggest ways of how you can support your child, for example strategies may be put forward to help with difficulties with a child's behaviour/emotional needs
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes are sometimes provided that can be used at home. All information from outside agencies will be discussed with you by the person involved, or where this is not possible a report will be given to you or sent to you at home
- Teachers take account of the needs of the individual child and plan tasks and materials appropriately
- Homework will be adjusted as necessary to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child
- Tracking and assessment enables each class teacher to analyse the progress of the child
- Pupil Progress Meetings are held with the Head teacher and class teacher to discuss suitable teaching programmes for each child
- One page profile will be reviewed with your involvement
- Children's targets are reviewed and new programmes or support organised as necessary leading to personalised learning
- Outline progress reports are sent out termly for all children

6. How are the school's resources allocated and matched to children's special educational needs?

- The school budget includes an allocation for special educational needs. This is used to provide additional support or resources dependant on each individual's needs across the school

- The SEN budget is managed by the Head teacher in consultation with the SENCoS and Governors and expenditure linked to the needs of those in the school
- The impact of additional support, teaching approaches, use of resources and training are reviewed regularly
- The governing body is kept informed of funding decisions

7. How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEN Code of Practice and LA guidance and personalised or group learning support programme(s) will be developed dependent on need.
- Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Head Teacher and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff up to three times a year (if appropriate).

8. When will this Local Offer be reviewed and who has been involved?

The Local Offer will be reviewed each year by the Head Teacher, SENCo, SEN Governor and Parents

9. Who can I contact for further information?

- Class Teacher
- Miss Staszewsky – KS2 SENCo
- Mrs Hancock – EYFS and KS1 SENCo
- Headteacher – Mr Berry
- SEN Governors – Mrs Beaumont and Mrs Webster
- School website

If you have any further questions do not hesitate to contact us

- Telephone 01924 302965
- Email: secretary@st-peters.wakefield.sch.uk