

 The Local Offer

The Local Offer was first 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. The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services.*

With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools.

There are 14 questions, *devised in consultation with parents/carers and other agencies,* which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child’s needs.

**Below are St. Joseph’s Catholic Primary School’s current responses to these questions.**

*We are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.*

***1.* How do St. Joseph’s Catholic Primary School know if children need extra help?**

We know when pupils need help if:

 concerns are raised by parents/carers, teachers, or the pupil’s previous school

 there is lack of progress

 poor test scores

 there is a change in the pupil’s behaviour

 a pupil asks for help

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

 If you have concerns then contact your child’s teacher, or the school’s SENCO,

Miss St. Jorre. Depending on the need, other contacts could be the child’s GP, the Health Visitor, or Family Support Worker at a Children’s Centre.

**2. How will I know how St. Joseph’s Catholic Primary School supports my child?**

 Each pupil’s Individual Education Plan (IEP) will be drawn up by the class teacher. It will be differentiated accordingly to suit the pupil’s individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher, teaching assistant, learning mentor or outside agencies. In class, resources such as a writing slope or a visual timetable may be used.

 If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. You will be notified of this at parent consultation meetings. This group will be run by the teacher, teaching assistant, learning mentor or speech and language specialist. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

 THREP (The Havering Reading Enrichment Programme), THMEP (The Havering Maths Enrichment Programme), Maths Whizz and Precision Teaching, amongst others are used to accelerate pupil progress in reading and maths.

These interventions will be recorded on a provision map. This is a record of the interventions, timings and cost of the intervention. Each child will also have their own provision map. The impact of interventions is shown by the use of assessments and termly tracking. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.

 Pupil Progress Meetings are held three times a year. This is a meeting where the class teacher meets the Head Teacher or Deputy Head Teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

 Occasionally a pupil may need more expert support from an outside agency such as the Speech Therapist, Educational Psychologist or Paediatrician. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. The school has a trained Teaching Assistant to implement speech and language programmes for identified children. Language Link and Speech Link assessments are used to identify difficulties and plan a programme of support.

***3.* How will the curriculum be matched to my child’s needs?**

 Teachers plan from the children’s levels differentiating work to closely match their ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

 A teaching assistant or the learning mentor may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

 If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors.

**4. How will I know how my child is doing?**

 You will be able to discuss your child’s progress at Parents Consultations.

 Class teachers are regularly outside school at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or the SENCO by visiting the school office.

 IEPs (Individual Education Plans) are discussed at Parent Consultations in October and February and reviewed at the end of each academic year. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their views which can also be included on the IEP at the meetings.

**How will you help me to support my child’s learning?**

 Teachers suggest ways of supporting all children’s learning at the Parent Consultation Evening. This is also on the school’s website. The class teacher may suggest additional ways of supporting your child’s learning through a note in the reading diary, at parents’ evenings or by arranging a meeting with you.

 Miss St. Jorre (SENCO) may meet with you to discuss strategies to use if there are problems with a child’s behaviour or emotional needs.

 Outside agencies such as the Educational Psychologist may suggest advice or programmes of study that can be used at home.

 Sessions can also be arranged to discuss speech and language difficulties with the specialist teaching assistant or SENCO

***5.* What support will there be for my child’s overall well-being?**

The schools offer a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

 Members of staff such as the class teacher, teaching assistants, SENCO, and Learning Mentor are readily available for pupils who wish to discuss issues and concerns.

 Pupils who find lunchtimes a struggle are supported by additional Midday Assistants and SENCO.

 The school refers children to the Child and Family Consultation Service if there is a need. You and Me counselling also provide a service delivered in school when required.

**Pupils with medical needs**

 If a pupil has a medical need then a detailed Health Care Plan is compiled by the school nurse in consultation with parents/carers and SENCO. These are discussed with all staff who are involved with the pupil and a photo of the child is displayed in the staff room, kitchen and Premises Manager’s room to ensure all staff are aware.

 As necessary, and in agreement with parents/carers, medicines are administered in school where a signed Health Care Plan is in place. Parents may come into school to administer Anti-biotics following discussion with the office staff.

 Intimate plans are drawn up for children who require this.

**6. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more

specialised expertise.

The agencies used by the school include:

 Speech and Language Therapy

 Educational Psychologist

 Behaviour and Attendance Support Service

 CAMHS (Child & Adolescent Mental Health Service)

 You and Me Counselling

 Educational Welfare Officers

 LSS (Learning Support Service) to support pupils with learning, hearing, visual or physical Impairment

 Social Services

 Occupational and Physiotherapy

 Barking and Havering NHS (Paediatricians)

 School Nurse

The Educational Psychologist allocated to the infant and nursery school is John Price. He would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned during multiagency meetings. These are meetings held twice a year between school staff and other professionals. The aim of these meetings is to ascertain the overall needs in the school and prioritise need. Plans are then put in place to resolve individual pupils’ difficulties.

Discussion with parents regarding the educational psychologist’s, or any outside agency involvement, will take place through arranged meetings. In order to help understand the pupil’s educational needs better, the Educational Psychologist, or other professional, will generally meet with the parent and give feedback after the assessment has been completed.

Advice will be provided to the school and parent/carers on how to best support the pupil in order to take their learning forward.

**7. What training are the staff supporting children and young people with SEND had or are having?**

Staff have received training related to SEND. Training is targeted to address the needs of identified pupils. This may be delivered to a member of staff supporting a child on a 1:1 basis, a small number of staff working in one year group, or to all staff.

Sessions on the following have been delivered to staff addressing these needs:

 How to support pupils with reading difficulties

 How to support pupils on the autistic spectrum (5Ps)

 How to support pupils with behavioural difficulties (Positive handling)

 How to support pupils with sensory issues

 How to support pupils with physical needs

 Alternative communication support

The school currently buys into the Behaviour Support Service. An experienced teacher visits the school regularly to give advice and support to teachers and parents. The school is also fortunate to have in house expertise in many aspects of SEN

 The school has some teaching assistants who have received training enabling them to deliver more specialised speech and language support

**8. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

 Risk assessments are carried out and procedures are put in place to enable all children to participate.

 If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be invited to accompany their child during the activity in addition to the usual school staff. The child will still be included if the parent/carer is unable to attend.

 Suitable transport for disabled pupils is arranged where ever possible. If this cannot be arranged due to a lack of suitable vehicles then discussion with the parents will take place to discuss a way forward. The venue will be suitable and meet the needs of all pupils.

**9. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

 ramps to make the site accessible to all.

 toilet adapted for disabled users.

 a lift to provide access to Year One, Two and Three classrooms.

 an Accessibility Plan.

**10. How will the school prepare and support my child when joining and leaving St. Joseph’s Catholic Primary School?**

We understand what a stressful time moving schools can be therefore many strategies are in place to enable the pupil’s transition to be as smooth as possible.

These include:

**On entry**

 Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.

Reception Teachers visit all children in their pre-school setting during the summer term. Where concerns are raised, Miss St. Jorre may also visit the setting and a Person Centred Review meeting will be held. In some circumstances individual arrangements may be made for starting school, such as shorter hours.

 There is an opportunity for children to visit the school with their parent/carer.

 Children start mornings only and are introduced to lunchtimes before staying full time. In exceptional circumstances, if parents, or teachers, feel a child is not ready for full time school, they can remain part time.

 Transition to the next year group can be unsettling for some children. We therefore prepare children for this change by arranging a transition week and provide opportunities for the children to take part in a variety of activities such as:

* attending playtime in the new playground
* a tour of the new classroom with their learning support assistant
* visits to the new class and/or new teacher
* Information sharing sessions between the teachers.
* The class teacher is always willing to meet parents/carers prior to the child moving to their class.
* Miss St. Jorre liaises with parents, pupils and teachers, to pass on information regarding SEN pupils to secondary schools. Parents of children with additional needs are invited to attend review meetings with the teachers and SENCO’s at the end of the academic year.

**Mid-year transition**

• Currently we give all children a tour of the school with their parent/carer.

• Introduce children to their new teacher and other key members of staff and show them where they will put their coats etc.

• Agree the start date. In certain circumstances, such as the child not having attended school before, special starting arrangements may be agreed.

• Contact the previous school for the child’s records. Where there are concerns the SENCO will be contacted by phone.

* The school will liaise with the receiving school regarding any child leaving mid-year.

**11. How are the school’s resources allocated and matched to children’s special educational needs?**

 The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual’s needs.

 The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

 Further support or resources may be allocated to your child following assessments by school staff or outside agencies

 Funding may be used to buy in specialist support

 Individual Pupil Premium payments are used to support that pupil’s learning.

**How is the decision made about how much support my child will**

**receive?**

 The Head Teacher and Deputy Head Teacher/SENCO consult with each Year Group Leader and agree the level of support needed. This support is then planned by each Year Group Leader in consultation with the SENCO. It may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.

 During their school life, if further concerns are identified due to the pupil’s lack of progress or well-being then other interventions will be arranged.

 Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom. This will be shown on the child’s Provision plan which is discussed at Parent Consultation meetings.

**13. How will I be involved in discussions about and planning for my child’s education?**

All parents are encouraged to contribute to their child’s education.

This may be through:

 discussions with the class teacher

 during parents consultations

 during discussions with Miss St. Jorre or other professionals

 parents are encouraged to comment on their child’s IEP with possible suggestions that could be incorporated.

**14. Who can I contact for further information?**

If you wish to discuss your child’s educational needs or are unhappy about something

regarding your child’s schooling please contact one of the following:

 Your child’s class teacher

 Miss St. Jorre - SENCO

 Mrs Durell, Assistant Headteacher

 Mrs Derbyshire, Deputy Headteacher

 Mr. Johnson, Headteacher

Appointments can be made with any of these people through the school Office.

Tel: 01708 220 277

***I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.***