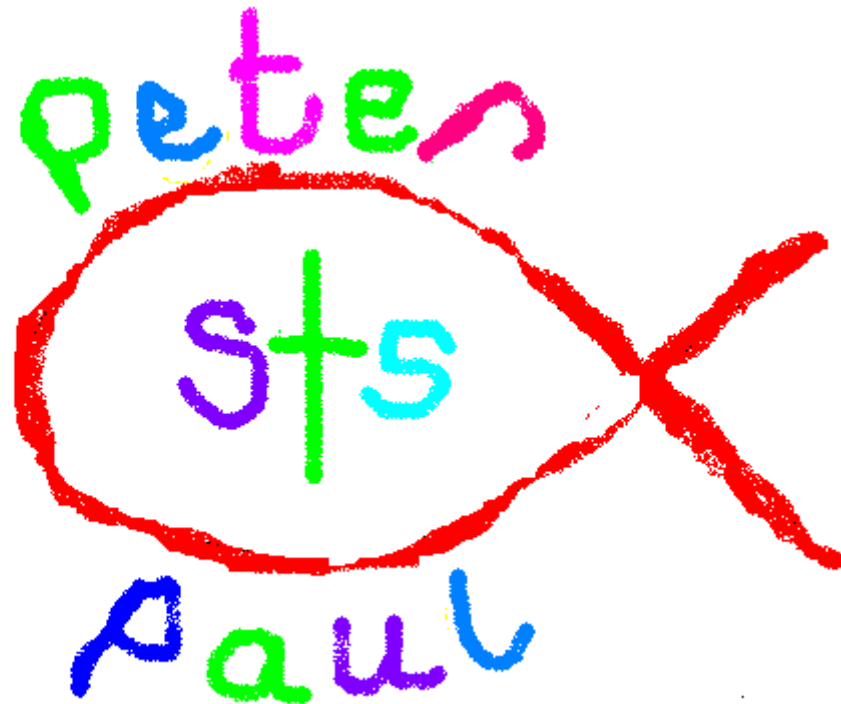


Ss Peter and Paul's Catholic Academies



Learning to Value

Learning to Give

Learning to Achieve

Growing together in the Peace of Christ

The Local Offer

Document Management:

Date Policy Approved: September 2015

Next Review Date: December 2017

Version: 1.0

Approving Body: Board of Directors

Policy Category: Statutory

The Local Offer

At Ss Peter & Paul's Catholic Academies, we value the abilities and achievements of all our children as they are people made in the image and likeness of God and we work together to allow all in our community to: 'Live life to the full'. (John 10:10)

We are committed to providing the best possible learning environment for each child by focusing on inclusive practice and removing any barriers to learning.

We are committed to inclusion within the school curriculum and participation in all aspects of school life. We pay close regard to the three key principals of inclusive education: setting suitable learning challenges; responding to children' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of children.

At Ss Peter & Paul's Catholic Academies we adopt a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all children. We are committed to ensuring that children with special educational needs can fulfil their potential and achieve optimal educational outcomes.

We recognise that many children will have special needs at some time during their school life. By implementing this policy, we believe that children will be helped to overcome these difficulties. Whilst many factors create such difficulties, we believe that parents, teachers and relevant outside agencies should work together to afford children the best opportunity.

In the Special Educational Needs and Disability (SEND) Code of Practice 2014 - 'a child of compulsory school age or a young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is...'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day- to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

'Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.'

Under the Equality Act 2010, schools must not 'directly or indirectly discriminate against, harass or victimise disabled children and young people and they must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.'

HOW WILL SCHOOL SUPPORT MY CHILD?

Who will oversee, plan, and work with my child and how often?

- Our SENDCo, Mrs Felicity Penny (Headteacher), oversees the support and progress of any children requiring additional support across the school, working closely with the Class Teachers and Learning Support Staff.

- The class teacher will oversee, plan and work with each child with SEND in his or her class to ensure that progress is made.

- There may be a Learning Support Assistant (LSA) working with your child. This could be individually or as part of a group, as in class support or as part of our Intervention programmes.

HOW WILL I KNOW HOW MY CHILD IS DOING?

What opportunities will there be for me to discuss his or her progress with the staff?

Who will explain this to me?

- The class teacher or SENDCo will meet or talk to parents/carers at least on a termly basis (this could be as part of parents' evening) to discuss your child's needs, support and progress. Staff will contact parents promptly when the need arises and maintain appropriate records of any communication with parents (meetings and telephone calls)

- Parents/ carers could phone school to arrange a time to talk either by phone or to arrange an appointment with your child's class teacher or SENDCo.

- Children progress data is submitted termly and the children progress meetings are led by the data that has been submitted. This data is analysed by the class teacher, SENDCo, Senior Leadership Team (SLT) and Head teacher, looking for any anomalies or concerns.

- Professional discussions will take place and staff will look at what steps are required in order to support a children or groups of children who are not achieving their targets or who are exceeding their targets. Those requiring additional support will be identified and appropriate interventions will be considered. It is important that children and their parents/carers are actively involved in the decision making progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

What are the school's approaches to differentiation and how will my child be helped?

- We have high expectations for all, recognising all educational achievement. We provide an inclusive learning environment that meets the needs of all our children enabling them to reach their true potential.
- Our assessment of the children's learning is vital, allowing teaching staff to teach and assess the individual children's learning needs and styles. Teachers employ a range of teaching resources that support and extend the children's learning.
- Clear learning objectives and success criteria are identified for individual children, creating personalised learning. Our marking policy celebrates children's successes and identifies next steps.
- Children and staff practise self and peer assessment, which enables children to have a greater influence in guiding their own learning paths.
- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs; this might mean that in a lesson there would be three different levels of work set for the class and, on occasions, this can be individually differentiated. Teachers demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children' education at different stages of development.
- Regular teaching observations are undertaken so that teaching staff are consistent in employing our teaching and learning policy.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

What is the pastoral, medical and social support available in the school?

As an inclusive school, we welcome and celebrate diversity; it is vital to a children's wellbeing that they have high self-esteem and therefore we have a caring and understanding team looking after the welfare of our children.

- The class teacher has responsibility for the pastoral and social care of every child in his or her class, therefore this would be the parent/carer's first point of contact. If further support is required, the form teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Children Services, and/or professionals from the LIST Team (Locality Inclusion Support Team).
- Medical and pastoral support is provided by our Class Teachers and Teaching Assistants.
- The School Nurse is available for referrals.
- School liaises with outside professionals, when appropriate, regarding the health and medical needs of our children. The school has a policy regarding administering and managing medicines on the school site.

WHAT SPECIALIST SERVICES ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Are there specialist staff working at the school? What other services does the school access?

- The Head Teacher and SENDCo was formerly a University Senior Lecturer in SEND and is currently Chair of the Additional Needs Committee of the County Schools Forum. She attends regular courses regarding SEND.
- The school recognises that there are many external agencies, which have professional expertise, which can help a children with SENDD and that effective action depends on close co-operation between school and these professionals.

This can include: LIST (Locality Inclusion Support Team) professionals, including behaviour support teachers, inclusion workers, educational psychologists,

bereavement counsellors, autistic spectrum disorder specialist teachers; literacy and speech and language support teachers; Health including - GP's, school nurse, clinical psychologists, CPN's (community psychiatric nurse), paediatricians, speech and language therapists, occupational therapists, physiotherapists; Children's Services including social workers; Sensory Support Services, including hearing impaired and visually impaired; Pupil Referral Unit; ESLAC (Education Support for Looked After Children); EOTAS service (Education Other Than At School); Bliss Mediation Services.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD OR ARE HAVING?

Recent and future planned training:

Ss Peter & Paul's acknowledges the need to raise awareness of SEND issues and that there should be continuous staff development by both Teaching staff and Learning Support Assistants.

- All staff are encouraged to apply for relevant training to support the needs of the school as well as enhancing their own professional development. Staff disseminate the details to all staff as appropriate and at specific LSA meetings.
- The SENDCo will provide Teaching staff and Learning Support Assistants with written materials of relevant information regarding all SEND issues, legislation and information on individual children. This allows intervention strategies to be delivered confidently and sensitively by experienced teachers and Learning Support Assistants.

HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

How will I be involved in discussions about and planning for my child's education?

How can I help support my child's learning out of school?

At Ss Peter & Paul's we offer an open door policy where you are welcome to make an appointment to meet with the Class Teacher, SENDCo/Head Teacher and discuss

how your child is getting on. We can offer advice and practical ways that you can help your child at home.

- Parents/carers are encouraged to take an active role in the education of their child and encouraged to attend meetings to review their child's progress. We aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- If your child has a Statement of SEND or an EHCP, a formal annual review will take place to discuss progress and both your child's and your views will be sought in advance of this meeting. For children with a Statement of SEND or an EHCP, the SENDCo will attend the Phase Change Reviews for Year 5 & 7 children and their Annual Reviews in Year 6 & 8.

- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if you wish. We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.

- The SENDCo makes arrangements to visit Secondary schools before transfer. Any child with a SEND, Disability or a medical condition are offered the opportunity to make additional visits to St Benet Biscop so that they feel prepared and secure in their new school. We always seek to make the move from primary to secondary as successful as possible so that you or your child are not feeling anxious over the summer holidays.

- Throughout the school year, we work closely with St Benet Biscop's and we are involved in shared activities.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

Will he / she be able to access all the activities at school?

We aim to include all children on our school trips. We will provide the necessary support to ensure that this is successful.

- It may be necessary to do carry out a risk assessment prior to any off site activity to ensure that everyone's health and safety will not be compromised.
- School offers a variety of after school activities which are available to all children. Staff running these activities are fully aware of any children who may encounter difficulty accessing the activity so that allowances can be made accordingly.

HOW ACCESSIBLE IS THE SCHOOL?

Is the site fully wheelchair accessible?

- Most areas of the schools allow easy access for wheelchair users.
- Children have access to appropriate IT equipment and software for their individual needs. This means that some children could use laptop computers throughout the school.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

Who would be my first point of contact? Who can I talk to if I am unhappy or have any concerns?

- For parents/carers of children with SEND, the first point of contact would be the SENDCo: Mrs Felicity Penny.
- For further information you could look at our SEND Policy on the school website.
- Relationships with parents/carers are open and hopefully positive. It is hoped that any problems could be dealt with in the first instance through personal contact with the SENDCo. However, if the complaint cannot be resolved informally, the parent/carer will be asked to put their concerns in writing to the Headteacher.
- Contact the Parent Partnership service at: 01670 623555.

•Contact IPSEA (Independent Parental Special Education Advice): 0800 0184016 /

01394 380518 Website: <http://www.ipsea.org.uk>