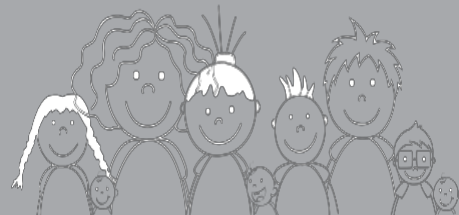


Leicestershire's Local Offer template for educational settings



Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Saint Peter's Catholic Primary School
Address:	Saint Peter's Catholic Primary School LE10 1HJ
Telephone Number:	01455 634087
Name of Head teacher/Principal:	Mrs Luisa Oxley
Head teacher/Principal's contact details:	lrinaldi-oxley@stpetershinckley.net
Website address:	www.stpetershinckley.net
Facebook account details:	n/a
Twitter Feed details:	@stpetershinck
School/College Specialism:	
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4+ to 11 years
Date of Last Inspection:	16-17th May 2013
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes No

Total number of students with special educational needs at college/setting :	21
Total number of students receiving additional learning support:	19, EHC : 2

1. The kinds of special educational needs for which provision is made at Saint Peter's Catholic Primary School

Saint Peter's is an inclusive mainstream school where we believe in every child reaching their potential. We believe every child is different and, therefore the educational needs of every child are different. The school aims to create a community which is based upon Christ's commandment of "Love one another", which shows care and concern for all and is characterised by honesty and the desire to improve.

If you have any concerns about your child's progress, you should initially speak to your child's class teacher.

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy
- Developing and reviewing the school's SEN policy
- Coordinating provision for children with special educational needs
- Updating the school's SEN register
- Ensuring accurate records of children's progress are kept
- Liaising with and advising colleagues on a graduated approach to providing additional SEND support
- Ensuring that the records of all children with SEND are kept up-to-date
- Liaising with professionals who may come in to school to work with your child e.g. Educational Psychologist, Speech and Language Therapist.
- Liaising with parents/carers to ensure they are involved in supporting their child's learning and are involved in reviewing how their child is doing.

The SEND Governor, Mr Jim Connolly, is responsible for making sure support is provided to any SEND child who attends the school.

Our pupils have a range of needs including; general learning difficulties, sensory needs e.g. Autistic Spectrum Disorder (ASD) and Visual Impairment, social or emotional difficulties, speech, language and communication difficulties. These are classified by the SEND Code of Practice under four broad areas of need: Communication and Interaction, Cognition and learning,

We are a school of 209 pupils

1 % of our pupils have a registered entitlement to free school meals.

Some 11 % are recorded on our SEND Register as requiring SEND support.

2. Information about Saint Peter's Catholic Primary School policies for the identification and assessment of pupils with special educational needs.

The class teacher is responsible for:

- Planning and delivering an exciting and inclusive curriculum for all pupils
- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need through high quality inclusive teaching which could lead to additional or targeted support. This is based on thorough assessment of pupils through observations and class- based assessments.

If a teacher is concerned about a pupil's progress they will fill in an 'Initial Concerns' form and discuss this with the Special Educational Needs Co-ordinator, Mrs Clare Quinn.

If you continue to be concerned that your child is not making progress, you may speak to the Special Educational Needs Co-ordinator.

Pupil Progress Meetings are held each half term where children who are not making expected progress are identified. Parent Meetings are held each term. The involvement of outside agencies will be used in consultation with parents.

3. Information about Saint Peter's Catholic Primary School policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How saint Peter's Catholic Primary School evaluates the effectiveness of its provision for such pupils.

Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND.

Saint Peter's uses the graduated approach to SEND provision, using the cycle of Assess/Plan/Do/Review.

An EHC Plan is an Education and Health Care Plan. From September 1st 2014 these will replace the Statement of Special Educational Needs. An EHC Plan will support children with more complex needs.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

The class teacher is responsible for monitoring the progress of all pupils.

Concerns will be noted and discussed; next steps will be agreed, monitored and evaluated.

Teachers meet with parents three times a year. Teachers, in consultation with pupils, and parents look at the SEND Support Plan and achieved targets, then decide on new targets.

In addition, Pupil Progress Meetings are held each term where children who are not making expected progress are identified. Interventions will be put in place.

When children are withdrawn for intervention, skills learnt are practised back in class. Interventions are monitored and evaluated by the class teacher and SEND co-ordinator and the impact is discussed at the following Pupil Progress meeting.

If there are still concerns about the pupil's attainment and/or progress outside agencies may become involved, with parent/carers consent, to carry out formal assessments and provide targets for staff to follow to support the children.

If the pupil is assessed as having a significantly greater difficulty in learning than the majority of others of the same age and special educational provision needs to be made for them, then they will be identified as having a special educational need. Pupils will then be placed on the school's SEND register. Children identified as having a special educational need or disability will have a SEN Support Plan (SEN SP). The SEN Support Plan will set out targets for the child that is different from or additional to the rest of the class.

(c) Our approach to teaching pupils with special educational needs

Saint Peter's seeks to enable pupils who have special educational needs to be included successfully within mainstream education. This means that we have a clear responsibility to make reasonable adjustments to accommodate the needs of pupils with special educational needs and disabilities.

Teachers have high expectations for every child in their class. Teaching is based on building on what your child already knows, can do and can understand.

Assessments are made to identify gaps in understanding. A variety of teaching styles are used to ensure each child can take an active part in their learning. The classroom environment may include work stations to reduce sensory stimulation, coloured overlays and visual timetables.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

Every teacher is a teacher of all children, including those with SEN. It is the class teachers' responsibility to make reasonable adjustments to ensure access to learning for all pupils in their class.

Teachers will use a wide range of strategies, enabling SEND pupils to take part in the curriculum, such as: coloured overlays, pre-teaching of concepts, visual timetables, rest breaks, writing frames and access to laptops.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

SEN support for children with SEND is first and foremost the responsibility of the class teacher. Additional support is provided for SEN pupils through quality first teaching, the careful deployment of teaching assistants and outside agencies. However, if it is deemed necessary extra support may be provided. this could include:

Individual or small group withdrawl

In class support for a limited time

Technological support - using a dictaphone or laptop to record work

Interventions form outside agencies

Special arrangements for assessments

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

Saint Peter's is an inclusive school and all extra-curricular activities are available to all children. We provide a range of additional activities to support and inspire children to achieve and reach their full potential.

Additional adult helpers are provided for trips if extra support is needed. Parents are encouraged to help with trips.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Saint Peter's strongly believes in developing a child's social and emotional development. By building self-esteem, confidence and emotional wellbeing this will enable them to become happy and successful individuals who are able to reach their potential, academically and personally. The school teaches PSHCE through 'Statements to Live By' which form part of our weekly school assembly and class lessons.

In addition to this, children may receive additional support through ELSA (Emotional Literacy Support) sessions run by Teaching Assistant Mrs Helen Booker. Children work individually or in a small group to develop social and emotional skills. There is also a 'Friday Lunchtime' club run by Mrs Booker.

If a child finds playtimes/lunchtimes difficult the school will enable the child to do alternative activities, such as using the computer or socialising in a small groups within school.

Children are educated as much as possible in their classrooms, working alongside peers and with Talk Partners.

The Head Teacher is available at the start and end of the school day on the playground.

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:

Mrs Clare Quinn is the SENDCo and can be contacted through the school office or by email: cquinn@stpetershinckley.net

Mrs Quinn can meet and discuss SEN issues on Thursday afternoons 1:15-3:15pm.

Mrs Booker runs the ELSA support (Emotional Literacy Support Assistant) and can be contacted by email: hbooker:stpetershinckley.net

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Training is ongoing according to the needs of the whole school and individual year groups.

During the last academic year all teachers received ADHD, Autism training delivered by the Autism Outreach Service (AOS) and training on dyslexia. This work is currently ongoing.

All teaching assistants undertake First Aid training. They will be receiving reading comprehension training this term.

All staff will receive Epi Pen training this year.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school works in partnership with outside agencies to meet the needs of children with SEND. Special equipment and specialist aids may be required e.g. visualisers/computers. The school works alongside these agencies to provide this equipment.

The school makes all reasonable adjustments, under the guidance of the Local Authority, to meet the needs of SEND pupils.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Parents are invited to attend Parent's Evening where their child's SEN Support Plan will be reviewed. During this meeting targets are discussed and reviewed, with new targets set.

The SENDCo also invites parents of children with SEND to a coffee morning/afternoon where they can meet some of the teaching assistants their child works with and discuss any concerns they have with the SENDCo.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Children are asked to make a contribution to their SEN Support Plan.

Pupils are asked to complete a questionnaire for the SENDCo each term to review how they are feeling. The SENDCo reviews these questionnaires and will discuss any concerns with the child's class teacher.

The Head Teacher invites pupils for tea and biscuits each term to discuss how they enjoy their learning.

Being an inclusive school, the School Council is open to any pupil.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

Parents should first discuss their concerns with their child's class teacher. Alternatively they can speak to the SEND Coordinator.

If your complaint is not resolved you can request a meeting with the Head Teacher, Mrs Oxley.

In the unlikely event that your issue is not resolved you can contact the Chair of Governors, Mr Jim Connolly, through the school office.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The school works with outside agencies who are involved in meeting the needs of pupils with SEND and in supporting the families of such pupils:

The Educational Psychology Service (EPS)

Autism Outreach Service (AOS)

Child and Adolescent Mental Health Services (CAMHS)

Specialist Teaching Service Visual Impairment (VI)

Speech and Language Support Service (STS)

Support services can be found on the Leicestershire County Council website:

www.leics.gov.uk/special_education_needs.htm

11.The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The school will help parents/carers contact services if requested.

12.The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Before starting in the Reception Class, the Early Years Co-ordinator will:

Note the pupils who have already been identified as having DSEN and collect information about their educational history from their pre-school/nursery.

Liaise with the SENCo.

Consultation with parents/carers in how we can meet the emotional needs of the child.

Consultation with teaching staff, support staff and lead professionals as to how we can best support the academic, medical and social needs of the child.

The arrangements for transition between classes as a child progresses through the school:

Transition booklets are created, where it is deemed necessary.

All children attend a transition morning/day where they spend time with their new class teacher and TA.

The arrangements for transition to secondary school:

Transition meetings between the next settings have been established.

When transferring to secondary school, the Year 6 class teacher will meet with the Year 7 tutor to discuss all pupils. The SENCos from both schools meet to discuss needs and hand over records.

Parents are encouraged to make an appointment with the SENDCo of their new school to discuss their child's needs.

Opportunities for the child to have supported visits to the new situation.

13.Information on our contribution to the publication of the local authority’s local offer.

The School Information Report contributes to Leicestershire's Local Offer.

You can find further information about SEND in Leicestershire on the local authority website:

www.leics.gov.uk/special_education_needs.htm

