

# The Local Offer 2018-19

## ST ANN'S CHURCH OF ENGLAND PRIMARY SCHOOL



The Children and Families Bill (2014) requires local authorities to publish and keep under review information from services available for children and young people with SEND aged 0 -25. This is known as “The Local Offer”. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer should include provision from birth to 25 across education, health and social care and is developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

For children with a disability, the council have produced a briefing note on the local offer: <http://www.councilfordisabledchildren.org.uk/media/246954/local%20offer.pdf>

SE7 - Local offer Guidance and Framework:

<http://www.se7pathfinder.co.uk/se7-local-offer>

## **How is Special Education needs defined?**

Pupils have additional educational needs if they have a learning difficulty which calls for additional educational provision to be made for them.

Pupils with a disability have additional educational needs if they have any difficulty in accessing education and if they need any additional educational provision to be made for them. i.e. anything different from what is normally available in schools in the area.

## **How will the school know if my child needs extra help?**

The school is committed to early identification of additional educational needs and adopts a graduated response to meeting special educational need in line with the Code of Practice (2002). Children are usually identified for the Code of Practice in two ways. Firstly, a child entering the school with additional needs will have had his/ her needs identified prior to admission. In this case the child is likely to be on the Code of Practice when s/he arrives at St Ann's. Liaison will take place to ensure that the child's needs have been clearly identified and that an appropriate plan of action is in place.

Secondly, a child is identified as having additional needs after s/he has joined school. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and/ or different provision is necessary. Where appropriate, the Additional Needs manager will carry out a range of assessments and discuss his/ her findings with the class teacher, parents and child (as appropriate). These findings may then be further discussed with professionals e.g. Educational Psychologist, Speech and Language Therapists, and so on as necessary. Children who are placed at School Action Plus will have access to an appropriate professional agency as is deemed necessary and as prioritised at the termly multi-agency meeting.

## **Who is the best person to talk to about my child's difficulties?**

- Class Teacher
- SENCO
- Pastoral Manager can assist with social and emotional difficulties

## **How will the school support my child?**

Your child may have:

- A [Provision Map](#) with specific individual targets to support your child, which is reviewed termly
- Parents Mentoring discussions with their child and child's class teacher
- End of year report and mid year Pupil Profiles
- Termly review meetings for your child's [Provision Map](#)
- Differentiated work
- [Bespoke intervention](#) opportunities
- Application for 'top up funding'
- Open and review of an [EHAT \( Early Help Assessment Tool\)](#)

## **How will I know how well my child is doing?**

At St Ann's we have:

- Mentoring Conversations throughout the year
- Three Pupil Profiles during the year
- Home school book (if appropriate)
- Contact with the school's Pastoral Manager
- Parent's workshops to look at age related expectations and ways to support your child at home
- Optional [BLT \(Better Learning Together\)](#) 30 minute morning sessions
- Regular [Stay and share/ play](#) afternoons

## What specialist services and expertise are available at our school? □

The Inclusion Manager to support and assess for Dyslexia and Literacy difficulties

- The Pastoral Manager to support with pastoral related issues
- Specialist first aiders and co coordinators of medical needs
- Nurture groups to support social and emotional learning barriers
- ICT equipment including laptops and iPads
- Access to Behaviour Improvement Team (BIT)
- Access to Language and Social Communication Team (LASC)
- Access to Children's Disability Services
- ASD Pathway Assessment for Autism and social communication difficulties
- Speech and Language assessment and intervention delivered by the NHS
- Referral to Education Psychologist
- School Nurse - contact can be made through school Pastoral Manager or by contacting Rainhill Clinic on: 0151 289 2021
- Learning support service to assess and provide strategies for difficulties in learning
- Access to a Sensory Room
- Visual team to assess for visual strain and to provide support and strategies for children who have visual difficulties
- Occupational therapy referrals, support and strategies to support physical difficulties for example dyspraxia
- Barnardo's— Support for [Looked After Children \(LAC\)](#)
- English as an Additional Language (EAL) Service
- [Butterflies](#)—Support for children suffering from bereavement
- [Team Teach](#)— Whole School approach to behaviour management that includes de-escalation techniques and physical interventions known as positive handling strategies.

Are the staff who support children with SEND in school provided with appropriate training?

Staff attend a yearly update SEN meeting delivered by the SENCO.

Staff attend courses that support them in developing their skills to support specific learning difficulties of children in school and in particular the year group they are working in.

Staff are encouraged to seek and research courses they would like to attend to develop their own knowledge.

What support is available for my child's overall wellbeing?

Pastoral Team support

Social stories

Nurture group

Sport events

Cultural experiences

School trip experiences

Reward charts and jigsaws

Friendship bench

Peer Listeners

Weekly awards

PSHE&C and SEAL

Enriched curriculum

Medical Policy

Pupil Questionnaires

School Council

Wake up & Shake up

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

*All school trips are inclusive for the whole year group.*

*School will provide inclusive cultural experiences to develop children's cultural awareness.*

*How accessible is the school environment?*

*Our environment is fully assessable to all.*

*We have staff trained in [Makaton](#).*

*We obtain support and guidance from the Visual team.*

*We have accessible toilets.*

*We adapt our environment to the children's needs in our schools.*

*Sports days are inclusive to all offering a wide range of sporting activities*

*Every child has the opportunity to experience the allotment and woodland area.*

*Extra curricular is available to all pupils and any extra support needed is provided to the individual child.*

*Classroom learning environments are adapted as necessary.*

How will St Ann's prepare and support my child when they are starting, leaving the school or moving to another year group?

Children participate in a 2 week **transition** period before they move to a new year group so children can experience the learning environment and meet their new teacher. This means children worry less about the 'unknown' over the summer holidays.

Extra transition visits we arrange for new starters if needed and pupils receive transition booklets.

Pupils moving to High school benefit from additional transition visits if required.

Pupils receive support from the Bridge Centre for transition (if needed).

Behaviour Improvement Team (BIT) support transition (if needed).

Transition meeting with the child's new teacher.

Home visits for children starting Reception.

Rainhill High School meet with children for a question and answer session and also staff from our school liaise with staff from the High school to support transition.

How are St Ann's resources allocated and matched to the children's special educational needs?

Resources are matched depending on the child's needs and difficulties. Resources are selected based on recommendations from other professionals, the class teacher and SENCO.

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

The Headteacher will allocate teaching assistants to each year group and will also provide staff to support children who have additional [top up funding](#).

Evidence to support decision making on support needed is collected from the class teacher and discussed in a half termly progress meeting, where decisions about the implementation of interventions and provision are made.

Children on the SEN register are discussed at the termly planning meeting with [LA](#) inclusion officer, [EP](#), S&L Therapist and SENCO.

Who can I contact for further information?

Your child's class teacher.

The School office will forward any concerns to the SENCO and Headteacher.

Local Authority Inclusion officer



## *Terms explained*

### *EHAT– Early Help Assessment Tool*

*It is a multi-agency tool which makes working together more efficient by sharing documents and information securely, online. It aims to help early identification of children with additional needs and promote co-ordinated service provision. The EHAT is undertaken with the consent and full participation of the child and their family.*

### *Provision Map*

*Focused individual targets set for the child to address difficulties in their learning.*

### *Bespoke intervention*

*Additional small group/ 1-1 input that is targeted at addressing a difficulty in the child's learning.*

### *Transition*

*Movement from one class to another, from one key stage to another or to a different school entirely.*

### *Nurture group*

*Small intervention programme aimed at developing confidence and life experiences.*

### *Social stories*

*A story that explains everyday situations and appropriate behaviour eg sitting quietly on the carpet.*

### *Top up funding*

*Additional funding provided to school by the LA in addition 15 hours by school. This is applied for by the class teacher and SENCO if the child's needs can not be met by the in class support already available.*

### *EP*

*Education Psychologist.*

### *S&L Therapist -*

*Support from the Speech and Language service to look at pronunciation of sounds and understanding of language*

### *Butterflies*

*To help them cope effectively at the point of experience, which ensures that issues do not escalate, requiring multi-agency interventions later on Butterflies will also enable children and young people to articulate positive hopes, dreams and aspirations for the future.*

### *Team Teach*

*Through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships*

### *Makaton*

*Sign language used by children.*

### *LAC*

*Looked after children.*

*BLT (Better Learning Together) 30 minute morning sessions.*

*30minutes at the start of the school day for a parent to participate and to support their child's learning.*

### *Stay and share/play*

*An afternoon that parents/carers are invited to share their child's learning experience.*