

# **St Anne's CE (Aided) Primary School**



## **Local Offer of Support for Children and Young People with Special Educational Needs 2018-19**

**Headteacher:** Mrs Sue Holt

**SEND, Personal Development, Behaviour and Welfare Lead:** Mrs Lyndsey Martin

**Special Needs Governor:** Mrs Janet Pitman

At St Anne's Primary School, we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support their learning journey. Quality First Teaching is vital, however for some children there are occasions when further support may be needed to help them achieve their targets.

### What is 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. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the option to support families who need additional help to care for their child.

### What will it do?

The Oldham Framework will allow the Local Offer to provide parents and carers an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (aged 0-25) and their families. With regard to Education, it will let parents/carers of young people know how schools and colleges will support them and what they can expect across the local setting.

## **Our admission arrangements for pupils with SEND:**

- Our Admissions Policy is available on our school website.
- Governors have approved our admissions criteria as follows:

*Pupils with statements of SEN and pupils with EHC plans where the school is named must be admitted. The oversubscription criteria do not apply. If, after the admission of pupils with statements or EHCs, there are more applicants than places remaining available, the following oversubscription criteria will be applied in the order of priority shown:*

1	Looked after children and previously looked after children.
2	Children who regularly attend St Anne's Parish Church.
3	Children who will have an older brother or sister attending the school at the time of their admission.
4	Children who regularly attend other Anglican Churches.
5	Children who regularly attend at any churches within the parish which is a member of Churches Together in Britain and Ireland, or a local Churches Together organisation.
6	All other children in order of proximity to the school.

### **How does the school know if children / young people may need extra help?**

- When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting.
- If you tell us you think your child has a SEN, we will discuss this with you and investigate– we will share with you what we find and agree with you what we will do next and what you can do to help your child.
- All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the senior management team within the school. Any concerns about a child are dealt with immediately and professionals informed if relevant. Parents are able to discuss their child with the class teacher, the SENCo or the senior leadership team.

### **How do we involve children and their parents/carers in identifying SEN and planning to meet them:**

- Pupil voice is important to us, all children are involved in discussions of what they find helps them on their learning journey and what they would like to achieve long term.
- We are child and family centred so you will be involved in all decision making about your child's support.
- When we assess SEN we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- Where appropriate we will write and review OPPs (One Page Profiles) with children and parents/carers.
- We use homework to repeat and practise activities that are new and maybe presenting a challenge to a child.

### **How will the curriculum be matched to meet your child's needs?**

- All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their own pace and in their own way.
- Class teachers plan lessons according to the specific need of all groups of children in their class and will ensure that your child's needs are met.
- All lessons offer challenge and support necessary for each child to learn and where necessary differentiation occurs throughout the work set, questions asked and support given.
- Specific resources and intervention strategies will be used to support your child individually and in groups.

### **How we modify teaching approaches:**

- We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching.
- All our staff are trained so that we are able to adapt to a range of SEN: - specific learning difficulties including dyslexia, autistic spectrum disorder; speech, language and

communication needs and behavioural, social and emotional difficulties.

- We are a dyslexia friendly school.
- We use a visual stress assessment that enables us to ensure our resources are prepared accordingly to meet each child's needs.
- We use additional schemes/materials so that we have something at the right level for children with SEN. We use programmes such as 'BLAST', 'The Wellcomm Assessment' and precision teaching that is tailored to individual needs in all areas of the curriculum. We use interventions for language and communication such as 'Lego Therapy' and the 'Emotional Literacy' programme.
- We have teachers and support staff with training related to specific learning and or medical issues. e.g. dyslexia, autism, selective mutism, verbal reasoning, ADHD, diabetes and epilepsy.
- We provide individual healthcare plans that are regularly updated with any changes for children with medical needs. We always involve the parent/carer, named medical professionals and all staff who work with the child to ensure appropriate care is always given.

**How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers):**

- We use Target Tracker to assess progress that is in smaller steps and at a slower pace. This system measures attainment and progress in line with age related expectations.
- We regularly use staff meetings to get all teachers to assess pieces of work to check our judgements are correct (moderation).
- We use nationally agreed guidelines on progress to check that progress is good.
- We check how well a child understands and makes progress in each lesson.
- Pupil progress meetings with teachers enable the SLT to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help.
- If teachers have any concerns, we will contact parents/carers to discuss them and listen to any concerns you may have too.
- For children with SEN, teachers discuss progress with parents every term or more often if we believe this will help.
- Termly and annual reports are provided for every child.

**What support will there be for your child's overall well-being?**

- We ensure that all children are supported socially and pastorally by staff, who know the children well.
- We offer a wide range of activities within school to support their social and emotional development such as school visits, visitors onsite, educational trips, links with other primary and secondary schools and residential trips in year 5 and 6.
- As part of our curriculum we address the importance of social and emotional aspects of learning across the whole school which promotes personal development.
- As part of our long term and medium term planning we provide opportunities for spiritual, moral, social and cultural development to ensure we address the whole child.
- School has a Medical Needs policy which supports parents with the management of

their child's medication within school and staff regularly undergo training in key areas such as asthma and diabetes.

- The school has trained first aiders within school and at least one will be present on any visit outside school.
- School has a Behaviour Policy which is known, used and adhered to by all staff across the school.
- Children who need specific support with their behaviour will be identified and appropriate support offered.
- We promote and celebrate excellent attendance.
- Parents are supported and school will send texts or ring home to query a child's non-attendance at school.

### **What extra support we bring in to help us meet SEN:- Specialist services; external expertise and how we work together collaboratively:**

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs: (speech, language and communication, hearing impairment, visual impairment, behaviour related needs, severe learning difficulties, autism).
- School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include: QEST (Additional and Complex Needs Service), speech and language therapy (S&LT), occupational therapy (OT), Educational Psychologists, behavioural support, physiotherapy, CAMHS, school nurse and social services.
- We are able to support any early help referrals that parents/carers may want to access from the Oldham Council website.
- Together we review the child's progress and agree what everyone will do to make teaching more effective and to support learning. We agree targets for the pupil's achievement and agree how we will work together and what we will each do. We agree a date to review how well the pupil is doing and if we are making a difference, and what we need to do next.

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

- We are fully inclusive and all children attend all events and trips and are encouraged to take part in all activities both within and outside of school.
- We have a number of before and after school activities and all children with SEN are included. If required we provide additional staff support for their equal access.
- We have regular educational and residential visits. Children with SEND are always included in these. We provide additional staff support to ensure their full involvement. We choose visits that are accessible to all.
- Risk assessments are carried out and procedures are put into place to enable all children to participate.

### **How we support pupils in their transition into our school and when they leave us:**

- **We recognise that transitions can be difficult for any child with SEND and take steps to ensure that any transition is as smooth as possible.**
- **We ensure information will be passed onto the new class teacher in advance.**
- **Your child will receive extra transition visits to meet the new class teacher and become familiar with their new classroom.**
- **We fully support** parents in making decisions about the secondary schools they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
  - We invite all secondary school transition co-ordinators into school to meet with any children with SEND.
  - Visits to secondary school are encouraged and supported where necessary.
  - We complete a transition programme for the final summer term to ensure children are 'Secondary Ready.'

#### **How additional funding works:**

- Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupils' need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.
- If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated.  
**Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.**

#### **Where pupils can get extra support:**

- Pupils' views are important and it is important that people listen to them and that you are satisfied with what happens.
- In school, the Special Needs Co-ordinator (SENCo) is our designated pupil advocate following input from the class teacher. They will follow up your concern and make sure your views are taken into account.

#### **Where parents/carers can get extra support:**

**Oldham SEND Information Advice and Support (IAS) Services offer free, impartial and confidential advice, information and support to parents and carers about SEN.**

**Oldham SEND IASS  
 Chadderton Court,  
 451 Middleton Road  
 Chadderton  
 Oldham  
 O19 9LB  
 0161 503 1540**

**Website:** <https://www.point-send.co.uk>

**What to do if you are not satisfied with a decision or what is happening (for parents):**

- Your first point of contact is always the person responsible – in the first instance this will be the class teacher and then the SENCo. Explain your concerns to them first. If you are not satisfied that your concern has been addressed then speak to the Headteacher who will inform of the school's complaints process. If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child.
- If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints Team  
PO Box 33  
Civic Centre  
West Street  
Oldham, OL1 1UG

**Growing Together to Flourish in God's World**