

### **What is the Local Offer?**

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for those under 25. This is the 'Local Offer' For information on the Local Offer please phone 0300 1118007

### **The School SEN Information Report**

This sets out the provision made by individual schools to meet the needs of pupils with SEN.

### **What will it do?**

The Codsall Local Area Schools Partnership Local Offer will provide 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 school and colleges will support them, and what they can expect across the local settings.

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.

### **Send and Dyslexia Friendly Schools' Policy Statement**

At St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools' Dyslexia Friendly, Level 1 Award and are actively working towards Dyslexia Friendly Schools' Full Status.

As a school, we believe that a Dyslexia Friendly environment and teaching styles will benefit the learning of all pupils and not just those with dyslexic tendencies. Strategies that are good for the dyslexic learner are good for everyone.

Below are the responses by St. Nicholas First School to these questions.

## **1. How does St. Nicholas First School know if children need extra help?**

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a significant gap between a child's learning and that of their peers (with no obvious reasons)
- there is a change in the pupil's behaviour or progress

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

The class teacher is the initial point of contact for responding to parental concerns. St. Nicholas offers an open door policy, or arrangements to meet with class teacher can be made by ringing the school office.

If you have further concerns then contact:

Mrs. Evans (Senco)  
01902 842998

Miss. Parker(Headteacher)  
01902 842998  
headteacher@st-nicholas.staffs.sch.uk

## **2. How will St. Nicholas First School support my child?**

Each pupil's education programme will be planned by the class teacher to suit the individual child's needs. This may include additional general support by the teacher or teaching assistant in class.

Sometimes a child may be placed in a small focus group e.g. for phonics or maths. This will be run by the teacher or teaching assistant and the interventions will be regularly reviewed for impact and success.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership

Team to discuss the progress of the pupils in their class. This 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 Speech and Language, Educational Psychologist etc. A referral will be made, with your consent 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 Governors of St. Nicholas First School are responsible for entrusting a named person to monitor Safeguarding and Child protection procedures. The Designated Safeguarding Officer at St. Nicholas is Miss Parker (Headteacher). In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENCO. IEPs will be discussed with parents and a copy given to them.

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

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

St. Nicholas First School operates an open door policy. You may contact school at any time to arrange a meeting with the

class teacher or SENCO. You will also be able to discuss your child's progress at

Parents' Evenings which are held three times a year. In some cases it may be felt that an individual home/school 'diary' is an appropriate means of frequent communication.

Teachers are constantly tracking children's progress.

Informal assessments are made on a daily basis following lessons. Formal assessments are made every half term and children's levels are tracked on a half termly basis. Parents are made aware of children's levels on their annual school report. Teachers are also able to discuss levels, targets and progress during parents' meetings. IEP targets are reviewed at least termly.

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

The class teacher may suggest ways you can support your child.

If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home. Suggestions which are made by outside agencies may also form part of a child's IEP. Parents are also involved in the setting and reviewing of IEP's.

The school website has a curriculum area which advises parents on what their child should be covering at school. The website also provides many suggestions of how you can help to support your child's learning at home. School also hosts parents workshops and 'drop-in' sessions, some of which are led by school staff and some by external agencies.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- ☐ all members of school staff being readily available for pupils who wish to discuss issues and concerns.
- ☐ social groups which may be put in place to provide extra social and emotional support for children.
- ☐ structured activities may be made available for those who find lunchtimes a challenge.
- ☐ adhering to a health and well-being policy for all staff and children.

### **Pupils with medical needs**

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Staff receive asthma and epipen training, delivered by the school nurse, where necessary.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

### **Support for behaviour and increasing attendance**

A high standard of behaviour is expected at St. Nicholas. A comprehensive Behaviour Policy is in place and adhered to. In some cases a Behavioural IEP may be put in place. With the agreement of parents, referrals to outside agencies, such as the Behavioural Support Team can also be made.

### **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:

Autism Outreach Team Child

Protection Advisors

Educational Psychologist

CAMHS (Child & Adolescent Mental Health Service)

AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers) Social Services

Children's Therapy Team (Speech & Language/Occupational Therapy) Local G.P.surgeries'

School Nurse

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who have quite considerable needs and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

A member of SENSS is also allocated to each school and assists staff in working directly with a small number of pupils to identify particular areas of support. With parental consent, the Senco is able to make a referral for children who would benefit from this support.

## **7. What training have the staff supporting children and young people with SEND had?**

Staff receive regular updates and training on specific areas of special needs eg. Dyslexia awareness and Autism. Some members of staff have also received specialist training in supporting children with specific needs on a group of 1:1 basis eg. Precision teaching. Staff in school also able to deliver a number of intervention strategies and are given regular support and updates by agencies such as Speech and Language and Occupational Therapy. The Senco also holds a Post Graduate Certificate qualification in Special Needs.

## **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. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

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

As a school we are happy to discuss individual access requirements. We are able to access support services who are able to help us in supporting children and adults to access the school environment where possible.

We have wheelchair access up to the main school office and disabled toilet in the School Reception area. We also have a disabled toilet in the main building.

We communicate with parents via written and verbal communication. Letters are published on the school website allowing for parents to access this information using PC read aloud technology. Where necessary, we have Local Authority access to interpreters, including sign language interpreters.

We are a Dyslexia Friendly school and this is evident in both our school building and communications with parents.

### **10. How will the school prepare and support my child when joining St. Nicholas First School or transferring to a new school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- ☐ Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- ☐ Pupils are able to attend induction day in the Summer Term where they spend some time with their new class teacher.
- ☐ Additional visits are also arranged for pupils who need extra time in their new school.
- ☐ Mrs Evans is always willing to meet parents/carers prior to their child joining the school.
- ☐ Middle school staff visit pupils prior to them joining their new school.
- ☐ Mrs Evans liaises with the SENCOs from the receiving schools to pass on information regarding SEN pupils.
- ☐ Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Evans, the middle school SENCO, the parents/carers and where appropriate the pupil.

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

The Head teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the Governors and on the basis of needs in the school.

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. Resources may include deployment of staff depending on individual circumstances. Please refer to our area on the school website which provides information on our Pupil Premium allocation and how this money is utilised.

## **12. How is the decision made about how much support my child will receive?**

These decisions are made in consultation with class teacher, Senior Leadership Team and relevant agencies. Decisions are based upon half termly tracking of pupil progress and as a result of assessments by outside agencies.

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.

## **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
- parents' evening meetings
- discussions with Mrs Evans, Miss Parker or other professionals
- Discussions with Miss. Bolton (Pupil Premium Leader), where relevant

Parents are also encouraged to comment on their child's IEP and review 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 have

concerns relating to your child's schooling please contact the school office to arrange a meeting with

the class teacher, SENCo, or Headteacher. You may also contact our Governing Body via the SEN Governor (Mrs. C. Richards) on 01902 842998 or the Chair of Governors, Mrs. Gollins, by e-mail at [jill.gollins@gmail.com](mailto:jill.gollins@gmail.com)

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

There are many SEN terms that are abbreviated which can lead to confusion. Below are some that you may find useful.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment