

Leicestershire's Local Offer Template for Educational Settings

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

School/College Name	St Winefride's Catholic Voluntary Academy
Address	Britannia Street, Shepshed, Le12 9AE
Telephone Number	01509 503353
Name of Headteacher	Mrs C Murphy
Headteacher's Contact Details	01509 503353
Website address	www.winefrides-rc.leics.sch.uk
Facebook account details	None
Twitter Feed details	None
School/College Specialism	Primary
Age range of students	4-11
Date of Last Inspection	May 2016
Outcome of last inspection	Good
Does the school/college have a specialist designated unit/additional learning support department?	No
Total number of students with special educational needs at college/setting	21
Total number of students receiving additional learning support	21

1 The kinds of special educational needs for which provision is made at St Winefride's Catholic Voluntary Academy Primary School

At St Winefride's School, following Jesus' teaching we aim to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to provide all pupils with quality first teaching. This ensures that all children will access high quality, inclusive teaching that provides reasonable adjustments to accommodate learning differences. Special Educational Needs Support is provision that is additional to or different from that generally made for other children of the same age. This support may take the form of additional support from within the school, or require the involvement of specialist staff or support services. We want all of our children to feel they are a valued part of our school community through appropriate provision we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning
- acquire assimilate and communicate information at different rates
- need a range of different teaching approaches and experience

2 Information about St Winefride's Catholic Voluntary Academy Primary School policies for the identification and assessment of pupils with special educational needs.

The new Code of Practice identifies four broad areas of special need which are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional or Mental Health Difficulties
- Sensory and/or Physical Needs

These categories help the school to plan provision. When possible and feasible, additional support will be put into place. We have a number of methods to help us identify if a child needs extra help. These include:

- information from your child's pre-school or previous school
- class teacher visits to feeder pre-school to observe your child and speak to the key worker.
- information from other services who have worked with your child, for example a speech and language therapist

This information will be used to ensure that we meet any additional needs your child your child may have. Once your child is in school, teacher's track attainment and progress using the 'Target Tracker' system. Progress is monitored through pupil progress meetings (three times a year) termly with the class teacher and the headteacher. In addition, teachers are informed by formalised assessments (SATs or Phonics Assessment) and scrutiny of work.

The teacher will discuss your child's progress with the SENCO if required. There may be other times when your child needs help if concerns are raised by parents/carers, teacher or the child, or if there is a change in the pupil's behaviour. Occasionally a pupil may need more expert support from an outside agency such as speech and language, hearing impairment, occupational therapy, autism outreach and educational psychology etc. A referral will be made with your consent and forwarded to the appropriate agency. After a series of assessment a programme of support is usually provided to the school and to the parents.

3 Information about St Winefride's Catholic Voluntary Academy 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 St Winefride's Catholic Voluntary Academy Primary School evaluates the effectiveness of its provision for such pupils

The governors ensure that the school is as inclusive as possible and treats all pupils and staff in an equitable way. They monitor and review the Disability Equality Act and all other statutory policies as defined by the DFE. They monitor progress of all children including those with special needs. The SEND governor meets several times a year with the SENCO to discuss the progress of all children at the full governing meeting held three times a year.

The classteachers are available daily to meet with parents if the child is still not progressing. There are three parent evenings when you are able to formally meet the class teacher to discuss the provision which is in place to support your child, but we have an open policy when you can meet the teacher at any time. Subject co-ordinators and the SENCO check that progress has been made half termly which also looks at the impact of additional support to the young person's educational progress.

From September 2014 a Statement will be replaced by an Education Health and Care plan. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it will be much more child friendly document based around the pupil and their family. Over a 2 to 3 year period most current statements will be replaced by an EHCP at a child's annual review. Only children with the most complex and significant special educational needs will be considered for an Educational Health Care Plan.

If you think your child needs an EHCP you will need to discuss your concerns with the SENCO, who will advise you about whether your child would benefit from the plan. Outside agencies would be involved at the review meeting.

b

If your child needs additional support the class teacher will contact you to meet to discuss what your child's needs are. They will then draw up a Provision Map which will have small targets which will be reviewed three times a year at parents evenings or other agreed times.

Every half term your child will be assessed and if your child is not making progress then additional support will be put in place.

Your child will receive excellent classroom teaching as quality first teaching. All teaching will be built on what your child already knows, can do and can understand. Different ways of teaching are in place so that your child is fully involved in learning in class within well differentiated ability groups. This may involve things like using more practical learning.

If your child has an Educational and Health care plan then they will have reviews on a minimum of a yearly basis to discuss in detail the individual needs of your child and ensuring the right provision is in place. If your child requires a Special Educational Needs Plan (SEND plan), this will also be reviewed on an annual basis. For some children with SEND, a home-school communication book can be a good link for both parties to learn more about your child on a daily basis, ranging from concerns, updates on positive learning, and behaviour etc.

During the summer term, the SENCo allocates a day to meet with parents/carers re the progress of their child and likely interventions in the future.

c

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. They use class provision maps and individual provision maps alongside their planning to ensure the children with SEND individual's needs are met.

Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's needs.

We use Waves of intervention:

Wave 1: is quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2: is specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3: is targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one specialist interventions.

D

The school building is accessible to children with physical disabilities as we are on a ground floor. There are ramps going into the hall and down into the KS1 area. There are two classes which have to be accessed from the outside for wheelchair users. There are disabled toilet facilities as well as a shower and disabled car parking spaces in the car park.

The learning environment has changed over the years in most classrooms. They have become more dyslexic and autistic aware. Buff coloured paper is used for photocopying work for dyslexic children and for pupil work books. Symbols/ visual information are used around the school with dyslexia friendly fonts. Colour coding is used to label resources. Teachers use alternative ways to record work e.g. labelled photos/ drawings / models; concept maps; mini posters; ICT use; pictorial record of drama and photographs of work or drama. Visual timetables are also used with some children to help prompt memory. Individualised, structured literacy programmes are followed up in addition to class time to accelerate your child's progress e.g. Direct phonics or Fresh Start phonics programme.

There are computers for the children in our Computer Suite and there is a trolley with tablets for use for individual research to support the curriculum. I-pads are also in use to support younger pupils.

We also have a kiln and pottery room in the school which is used periodically for the children to experience the tactile and creative areas of the curriculum.

(e) How St Winefride's Catholic Voluntary Academy Primary School will provide additional support for learning that is available to pupils with special educational needs.

If your child is identified as making limited progress within any of the four broad areas of needs as identified in the Special Educational Needs and Disability code of practice the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning.

Your class teacher will liaise with the SENCO or head of school to discuss your child's needs and allocate additional support. In each class there is a learning support assistant who will help your child individually or in a small group. If your child has an Education Healthcare Plan then the allocated time will be given to a suitably trained LSA to deliver any targets that may be formulated with the aid of the outside agency involved.

You as a parent will be informed at every stage of the planning of the additional support if your child is identified as needing SEN support. The following may be involved in supporting your child:

- educational psychologist
- STS (specialist teaching services)
- social and communication outreach
- speech and language therapist (SALT)
- school nurse
- occupational therapy
- physiotherapy
- Autism outreach
- the child and adolescent mental health service (CAMHS)

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

Your child will be allowed to attend any school club allocated to their specific year group. We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made, you can arrange to meet with the club leader to ensure safety and inclusivity for your child. We make sure all trips are available to all. Risks assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1.1 support if necessary. The class teacher will discuss your child needs for all trips beforehand which will help the planning for any activities so your child is included in all.

If your child need support during break times or dinner time support will be given by a LSA allocated to your child. There is a LSA allocated at the door who greets the children every morning and this is an ideal time for you as a parent to pass on any messages regarding your child.

At the end of the day the class teacher will inform you if any incidents have happened or if they had a positive day as they hand over your child.

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

Supporting children in their emotional and social development is an integral part in our curriculum for all children at St Winefride's School.

If your child has a concern or a worry regarding friendships and social activities they should talk to their class teacher or the SENCO. Or if you are concerned you are welcome to talk to your child's class teacher who can arrange access to our Family Outreach Worker.

We also have themed assemblies and lessons using the SEAL (Social and Emotional Aspects of learning) framework to support the children's personal development. Our school has a behaviour policy which outlines a firm but fair approach for all children and parents are informed of this through the Pupil Organisers. Rewards and sanctions can also be personalised to suit a child's particular needs.

If your child has a long term illness then a medical health plan is discussed with you to suit your child's needs. Reasonable adjustments are made for your child. If your child has a short term illness then the medical needs policy will apply and on completion of a medical consent form staff can administer medicine as appropriate if required.

All children are invited to contribute to the school council meetings within the class and school. In Year 6 some children will have responsibilities in the school regardless of their special educational needs. There are opportunities with the additional funding of pupil premium to ensure children can access after school clubs and trips.

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

The Headteacher is Mrs Catherine Murphy. She is responsible for the day-to-day management of all aspects of the school, including support for children with SEND.

The Acting SENCO is Mrs Boyd. The SENCo is responsible for coordinating all aspects of Special Educational Needs and Disabilities in the school.

The school's SEND governor is Mrs Cathy Lawe. She monitors the school's systems and processes for working with children with SEND.

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

- A mix of newly qualified teachers, experienced class teachers, Head of school and SENCO.
- Most teachers and LSAs have been trained to deliver Read Write Inc.
- All teachers have had First Quality training in Maths and Literacy
- All members of staff have had First Aid training
- All teachers have had Safeguarding training
- All teachers have received up-to-date training on individual children's specific needs as appropriate

SENCO

- Experienced class teacher
- Acting Deputy Head teacher
- Qualified teacher status with Honours
- Inclusion Manager/ Pupil Premium
- Maths Co-ordinator
- Computing Co-ordinator

LSAs

- Key teaching assistants have been trained to deliver colourful semantics programme (speech and language)
- Key teaching assistants are trained to deliver 'direct phonics', 'Lego Therapy' and 'Precision Teaching'.
- All teaching assistants are trained to deliver Read Write inc and Fresh Start phonics
- All staff including LSAs have been trained in Safeguarding and first aid.
- All LSAs have up-to-date training on individual children's specific needs as appropriate
- All LSAs have received Dyslexia training and training on ADHD.

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

The Headteacher decides on the budget for special educational Needs in consultation with the school governors, on the basis of needs in the school. The school budget includes money for supporting children with SEN.

The Headteacher and the SENCO will discuss all this information they have about SEN in the school including.

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. This includes equipment and facilities to support the SEN children. If there is very specialised equipment usually recommended by an outside agency this is normally paid for centrally by the Local Authority

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.

At St Winefride's we understand that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

The Foundation Stage teacher does some pre-school visits in the summer term. She speaks with your child and their key worker gaining as much information as possible. If your child has been identified as having special educational needs the SENCO is informed to help plan any additional resources.

Each year, your child will have the opportunity to meet with their next teacher in their new classroom. Ongoing meetings; IEPs, reports progress and targets are shared with the next teacher so they are aware of and able to continue the support required. There are opportunities for parents to meet with the teacher thrice yearly at parent's evenings to discuss your child's progress and attainment. Parents are notified if there are any important learning sessions (i.e. non-negotiable for math is learning about the new curriculum). If there is a need for a parent to meet with an outside agency the school is open to providing a room to meet. All parents are welcome to see their teacher after making an appointment any day when the teacher is available.

8 The arrangements for consulting parents/carers of children with special educational needs about, and involving them in, their education.

Your child will be able to contribute at all SEND reviews should the child be old enough/or able to contribute. They can have their views and needs expressed at the reviews, discussion with the class teacher or their views can be sought through pupil interviews informal discussions or through the views of external agencies.

At St Winefride's we actively encourage children to speak to their class teacher if they are having any concerns. There is an opportunity to raise issues in the school council meetings with the headteacher.

When outside agencies come in for assessment , or to monitor care for or 'interview' your child regarding their additional support they will speak to your child and seek their views at all times and at length.

The SENCO will survey parents once a year and interview children in their intervention groups to ascertain whether they are learning appropriately and how best they can be supported

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

If you are not happy about the provision made at the school then you should initially speak to the class teacher who can then arrange a meeting with the SENCO. If you are still not happy with your child's provision then a meeting with the Headteacher will be arranged with all parties.

If there is a problem with the provision for an EHCP, regarding the allocation of hours, then the SENCO will offer advice who to contact and how to go through the complaints procedure.

Here at St Winefride's, parents are kept up-to-date with any changes of provision for your child in order to work in partnership with you as parents to get the best for your child.

If the complaint has not been resolved satisfactorily then you can use the complaint's policy where you write to the Chair of Governors, which can be found under the policies section of our website

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

Other agencies who have and who might be involved with meeting the needs of pupils with special educational needs include:

- The Education Psychology Service
- Autism Outreach Service
- Learning Support Service
- Hearing Support Service
- Vision Support Service
- Speech and Language Therapy Service
- Consultant Paediatricians
- School Nurse
- Family Outreach Worker

The Governors of St Winefride's primary school are responsible for entrusting a named person, Mrs Cathy Lawe to monitor Safeguarding and Child Protection. The Deputy Chair is the second named person to be entrusted.

In a supportive and challenging role the Governors ensure that the school is inclusive as possible and treats all children and staff in an equitable way. They monitor and review the Single Equality Act, accessibility plan and all statutory policies as defined by the DFE.

The governors make sure the school has an up-to-date SEND Policy. They make visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in the school.

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.

Details of support services are available on the local authority's 'Local Offer' website - <http://www.leicestershire.gov.uk/local-offer>

If parents would like help and advice regarding which support services would be beneficial for their child and themselves and the contacts of various support services, they are welcome to contact the SENCo.

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

At St Winefride's, we liaise with other schools and staff when receiving and transferring pupils. For children with more significant SEND needs, including those with an Education Healthcare Plan, a review meeting may be used as a transition meeting to which parents and staff from both schools are invited. If your child is moving to another school we will contact the school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

Transition from Nursery:

On transition from nursery, staff visit all feeder nurseries during the summer term, prior to the child's arrival at St Winefride's. They are given opportunity to meet and observe pupils where appropriate. All relevant information is discussed with nursery staff. The children transferring to St Winefride's have transition visits to the school, usually across two mornings when parents can stay with them.

Transition between classes:

All children visit their new class for two mornings during the latter part of the summer term. A handover meeting between the current and new class teacher also takes place at this time. At this meeting, all SEND information is discussed and passed on. Parents also have the opportunity to meet with the new class teacher at the 'Meet the Teacher' event early on in September.

Transition to High School:

All children will visit their new High School during the summer term. Prior to the transition days, a member of staff from the secondary school will visit and meet with the children who will be attending their school. In some cases, staff may invite your child for a separate visit as an extra to the transition days in order to support their transition. Many schools have an open evening for parents to attend in order to support your decision making process about which school is the right choice for your child. Staff from St Winefride's meet with staff from the transition school and any SEND information is passed on.

In the RE CRE Social Religious and Education programme your child will learn about adulthood and independent living. They will find out about how much it costs to live independently.

13 Information on school/college contribution to the publication of the local authority's local offer.

You can access the Leicestershire Local offer here with the link
<http://www.leicestershire.gov.uk/education-and-children/send-and-the-local-offer>