



St Mary and St Joseph RC Primary School Local Offer

1. What are the following contact details for our school?			
	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should parents/carers contact if they have a concern or complaint?
Name	Sarah O'Donnell	Nancy Baines	Initially, contact the child's class teacher, then the Assistant Head or Headteacher. If it is specifically SEN then please contact Sarah O'Donnell or one of the above.
Contact Number	01759 303287	01759 303287	
Contact Email	stmsjpocklington@eastriding.gov.uk	stmsjpocklington@eastriding.gov.uk	
Address	St Mary and St Joseph RC Primary, Maxwell Road, Pocklington, YO42 2HE	St Mary and St Joseph RC Primary, Maxwell Road, Pocklington, YO42 2HE	
2. What is the ETHOS of our school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?			
DEFINITION OF SPECIAL EDUCATIONAL NEEDS			
A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.			
A child has learning difficulties if he or she:			
a) Has a significantly greater difficulty in learning than the majority of children of the same age			
b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA			
c) Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.			
Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.			
St Mary and St Joseph RC Primary School will have due regard for the Special Needs Code of Practice (COP) when carrying out our duties towards all pupils with special educational needs, and ensure that parents/carers are notified when SEN provision is being made for their child.			
At St Mary and St Joseph RC Primary School we will ensure that:			
<ul style="list-style-type: none"> • Children with special educational needs are offered full access to a broad, balanced and relevant curriculum • There is a differentiated curriculum in place appropriate to the individual's needs and ability. • All pupils requiring special educational needs provision are identified as early as possible in their school life and appropriate strategies are put into place • Children with special educational needs are fully integrated into the academic and social life of the school and are able to reach their full potential and maximise their achievements • Parents/carers of pupils with special educational needs are kept fully informed of their child's progress and attainment • Special educational needs children are involved, where practicable, in decisions affecting their future SEN provision • All children are valued, respected and equal members of our school regardless of gender, disability, race, culture or cognitive development. 			
We will seek to provide the maximum opportunities for all children and to remove barriers to learning for all children. As such provision for children with Special Educational Needs is a matter for the school as a whole			
3. Please see the following policies on the website for more information.			
<ul style="list-style-type: none"> • SEND Policy • Anti-Bullying Policy • Health and Safety Policy • Safeguarding Policy • Equality Policy • Inclusion Policy • EAL Policy (not a special need, but can cause additional problems) 			
4. What is the standard admissions number?			
I. How many Children and Young People do you have on roll?			
We currently have 111 children on roll.			
II. How many Children and Young People with SEND?			
This varies from year to year; in 2013-2014 we have 7 children on our Special Needs Register.			
III. How many Children and Young People have a statement?			
We currently have 1 statemented child in our school.			
5. How does the school:			
a) Identify and assess Children and Young People with SEND?			
<u>Identification and Assessment arrangements</u>			
The school policy for SEN follows the guidance of the Code of Practice that recommends four stages of action. Prior to this there will have been an expression of concern either from the class teacher, teaching assistant, parent/carer or other member of staff with regard to lack of progress, or otherwise, in any given area of development			

1. School Action

The trigger for intervention through School Action follows cause for concern about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not changed by the behaviour management techniques usually employed in school (see behaviour policy)
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and or interaction difficulties and continues to make little or no progress despite provision having been made to support these.

Working in collaboration with the SENCO and parents/carers, teachers must:

- Collect all relevant information on the child
- Be responsible for initial assessment and evaluation of child's needs and progress.
- Register children at School Action when necessary interventions, including TA support, are additional to or different from those provided as part of the school's differentiated curriculum.
- Use targets and strategies to enable the child to make progress and record these on an IEP

Evidence to support identification includes:

Foundation stage:

- Foundation stage profiles,
- End of Year assessments,
- Ongoing observations
- Half termly assessments
- Class teacher's recommendations
- Health problems

Years 1 – 6:

- Child's progress against objectives set out by National Literacy/Numeracy Strategies
- SATs results
- Optional QCA testing in years 3 – 5
- Ongoing assessments
- Half termly assessments and target setting, and class and whole school assessment data including pupil tracking
- Health problems

The class teacher will inform the SENCO and complete a cause for concern form. The Class Teacher and SENCO will agree what initial support is needed, the class teacher will ensure this is carried out and evaluated.

If this short-term support doesn't help the child may be given an IEP

The teacher will draw up an IEP – based on the child's needs and inform the parents. The IEP and support strategies are implemented.

The IEP will include information about:

- 3- 5 individual short term targets set for the child
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Outcomes (when IEP is reviewed)

Progress will be reviewed termly and a decision will be taken as to whether the child will either move to School Action Plus, remain at School Action with new targets set, or, if adequate progress has been made and there is no longer cause for concern, the child can be removed from the SEN Register and the parents/carers informed.

*Adequate progress could be defined as follows:

- It closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- It is similar to that of peers starting from the same baseline
- Targets on IEPs are achieved
- It matches or betters child's previous rate of progress
- It demonstrates an improvement in self-help, social or personal skills
- It demonstrates improvements in child's behaviour

2. School Action Plus

If progress is not adequate and at least 2 School Action IEPs have been implemented and reviewed, further advice will be sought. Initially the concerns about the child will be raised with the Advisory Learning Support Teacher and, if deemed appropriate, with the Educational Psychologist. On their advice the child might move to School Action Plus. When an external service makes the recommendation, the child moves to School Action Plus and an IEP is drawn up (to include the advice of the relevant service) and implemented.

The IEP is reviewed and there are 3 outcomes:

- Revert to School Action
- Continue at School Action Plus
- Head Teacher requests Statutory Assessment

If progress is satisfactory after 2 IEP reviews the child can be recorded at School Action level and a new IEP will be drawn up. If the pupil's progress is not satisfactory despite all the strategies put in place, the Head-teacher, on the advice of the SENCO and external agencies, will put in a request to the LA for statutory assessment. The parents/carers will always be told of the outcome of School Action Plus reviews.

3. School Request for Statutory Assessment

It is the responsibility of the SENCO in collaboration with the class teacher, parents and head-teacher to provide the LA with evidence of action taken through the various stages.

The LA considers, working co-operatively with the parents and other agencies, whether a statutory assessment of the child's SEN is necessary. The LA may decide that issuing a Statement of SEN is the most appropriate course of action. This is further outlined in the COP.

b) Evaluate the effectiveness of provision for Children and Young People with SEND?

Monitoring and evaluating the success of the education provided for children with SEN

St Mary and St Joseph RC Primary School, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:

- Observations of teaching and learning
- Success rates in respect of progress towards IEP and learning targets
- Scrutiny of children's work
- Seeking views of parent and child.
- Analysis of progress through half termly assessments
- Regular meetings between SENCO, head-teacher, class teachers and teaching assistants
- Impact of spending on standards.

Each Class Teacher also keeps a record of all the interventions children with SEND take part in. These are evaluated as the intervention ends. They look to see how effective they have been. This may be in terms of levels or progress or in confidence.

c) Assess and review progress of Children and Young People with SEND?

- IEPs (If applicable) are reviewed termly.
- Targets are set, changed and evaluated as necessary.
- Class teachers assess all children every half-term. Pupils with SEND are assessed and tracked within the whole class and on a SEND tracker.
- Children with statements have annual reviews.
- Parents can discuss their child's progress at any time with the class teacher.

6. Who are the best people to talk to in our school about a Child or Young person's difficulties with learning/SEND?

Initially, talk to your child's class teacher, they will speak to the SENCO and/or head-teacher if they feel it is appropriate.

7. What are the different types of support available for Children and Young People with SEND in our school?

1. Initially, children's difficulties will be addressed in class. This will be through differentiated or targeted support.
2. Then appropriate interventions will be put into place. These will be short term, small group, targeted activities that will support the children's difficulties.
3. Once a need has been identified the SENCO will liaise with the appropriate outside agencies. These include:
 - Local Authority SEN Caseworker (where applicable)
 - Educational Support Services - Learning Support Advisory Teacher, Educational Psychologist, Behaviour Support Teacher
 - School health service – including school nurse , specialised nurses, community paediatricians, speech and language therapists, occupational therapists
 - Child and Adolescent Mental Health service (CAMHS)
 - Social Care Team and Attendance Officer
 - Advice from local special schools and organisations such as Autistic Association
 - Pocklington Children's Centre
 - Teachers of the deaf

8. How will our school ensure ALL staff are aware and understand a Child or Young Person's SEND?

All staff, teaching and non-teaching are appraised regularly about the progress of each child with special educational needs. Individual Education Plans are discussed so that as a school we are working together and to the same aim. S.E.N. provision within the school is discussed termly at a staff meeting.

9. How will our school let a parent or carer know if they have any concerns about their Child or Young Person's learning?

In accordance with the SEN Code of Practice, St Mary and St Joseph RC Primary School believes that all parents/carers of children with SEN should be treated as essential partners. We believe in developing a strong partnership with parents and that

this will enable children and young people with SEN to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school has positive attitudes towards parents/carers, providing an open door policy and user-friendly information. The head-teacher, staff and governors strive to ensure that all parents understand the procedures and are aware of how to access advice. Parents will be supported in enabling them to:

- Recognise and fulfil responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Have their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

The school accepts and values the contribution of parents and encourages active participation at all stages of the Code of Practice. The school makes every effort to identify ways parents can help. The school also offers practical help and advice to parents.

- **If we have any concerns about your child, the class teacher will raise these with you at the earliest opportunity. This may be at a parents evening or another specially arranged meeting.**
- **Parents will be kept informed of progress made.**
- **If your child is placed on the SEND register, you will be informed by the SENCO. All Parents/carers are asked to attend meetings with the class teacher and SENCO to ensure progress is made and that we are meeting the needs of all children.**

10. How is support allocated to Children and Young People?

The support depends on the child's needs – please see section 5 and the SEN Policy.

11. How does support move between the key stages?

All information about SEND children is transferred to the new class teacher. A pupil meeting takes place between the class teachers and children with SEND are discussed.

Each class has an allocated Teaching Assistant (TA); these are often used to support children with SEND. They run the interventions planned by the class-teacher and evaluate the impact.

If a TA is specifically for a child with SEND (e.g. as part of a statement), then that TA follows the child throughout the school.

Where a change of school occurs the SENCO, together with the Head Teacher, will be responsible for ensuring the transfer of all relevant documentation and information. When transferring to secondary school, there will also be liaison between the appropriate primary and secondary school staff. If applicable there may be additional transition days.

12. Which other people and organisations provide services to Children and Young People with SEND in our school?

Once a need has been identified the SENCO will liaise with the appropriate outside agencies.

These include:

- Local Authority SEN Caseworker (where applicable)
- Educational Support Services - Learning Support Advisory Teacher, Educational Psychologist, Behaviour Support Teacher
- School health service – including school nurse, specialised nurses, community paediatricians, speech and language therapists, occupational therapists etc.
- Child and Adolescent Mental Health service (CAMHS)
- Social Care Team and Attendance Officer
- Advice from local special schools and organisations such as Autistic Association
- Pocklington Children's Centre
- Teachers of the deaf

13. What training have Staff received to support Children and Young People with SEND?

The Head-teacher and SENCO attend training courses together as evidenced in the school development plan.

The SENCO attends locally organised meetings organised by Education Support.

Services, Annual SEN Conference, and other CPD courses organised by the LA which ensure up-to-date knowledge of current issues.

All staff development takes account of SEN/Inclusion issues.

All staff and teaching assistants are encouraged to undertake training when applicable.

14. How will teaching be adapted for a Child or Young Person with SEND?

We aim to include all of the children as much as possible within a whole class setting. Children with SEND may be withdrawn for intervention groups. These groups may include pre-teaching or over-teaching of specific skills, friendship groups, extra reading/phonics or numeracy groups and many others.

At St Mary and St Joseph RC Primary School we will ensure that:

- Children with special educational needs are offered full access to a broad, balanced and relevant curriculum
- There is a differentiated curriculum in place appropriate to the individual's needs and ability.
- All pupils requiring special educational needs provision are identified as early as possible in their school life and appropriate strategies are put into place.
- Children with special educational needs are fully integrated into the academic and social life of the school and are able to reach their full potential and maximise their achievements
- Parents/carers of pupils with special educational needs are kept fully informed of their child's progress and attainment

- Special educational needs children are involved, where practicable, in decisions affecting their future SEN provision
 - All children are valued, respected and equal members of our school regardless of gender, disability, race, culture or cognitive development.
- We will seek to provide the maximum opportunities for all children and to remove barriers to learning for all children. In implementing this policy we believe pupils will be helped to overcome their difficulties

15. What support is available for parents/carers of a Child or Young Person with SEND?

In accordance with the SEN Code of Practice, St Mary and St Joseph RC Primary School believes that all parents/carers of children with SEN should be treated as essential partners. We believe in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school has positive attitudes towards parents/carers, providing an open door policy and user-friendly information. The head-teacher, staff and governors strive to ensure that all parents understand the procedures and are aware of how to access advice. Parents will be supported in enabling them to:

- Recognise and fulfil responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Have their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

The school accepts and values the contribution of parents and encourages active participation at all stages of the Code of Practice. The school makes every effort to identify ways parents can help. The school also offers practical help and advice to parents

We also have strong links with:

- Pocklington Children's centre. Here they offer a number of courses (such as family links) and support.

16. How is the school's physical environment accessible to Children and Young People with SEND?

The primary aim of St Mary and St Joseph RC Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. St Mary and St Joseph RC School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for any disabled staff and pupils
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language.
- Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school

environment is as safe and accessible as possible to all school users.

- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- The school will consult with stakeholders, i.e. pupils, parents/carers, staff, governors and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

17. How will Children and Young People be supported during transitions? (When moving to another setting/school or year group)

All information about SEND children is transferred to the new class teacher. A pupil meeting takes place between the class teachers and children with SEND are discussed.

Each class has an allocated Teaching Assistant (TA); these are often used to support children with SEND. They run the interventions planned by the class-teacher and evaluate the impact.

If a TA is specifically for a child with SEND (e.g. as part of a statement), then that TA follows the child throughout the school.

Where a change of school occurs the SENCO, together with the Head Teacher, will be responsible for ensuring the transfer of all relevant documentation and information. When transferring to secondary school, there will also be liaison between the appropriate primary and secondary school staff. If applicable there may be additional transition days.