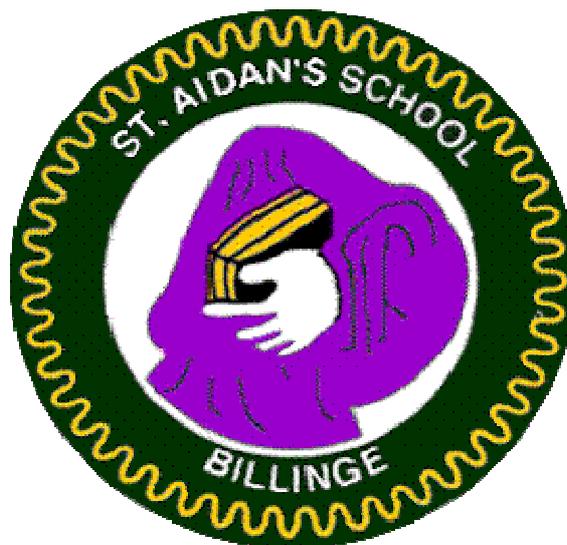


*St Aidan's C of E Primary
Special Educational Needs
Local Offer*



Billinge St Aidan's C of E Primary School - The Local Offer

What is the local offer?

Our local offer is information for parents/carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school.

1. How are Special Educational Needs defined?

Any learner may have special educational needs at sometime during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

2. How will the school know if my child needs extra help?

At St Aidan's the class teacher has a termly meeting with the headteacher to review the needs and progress of all the children. Teaching staff gain information from ongoing assessments, observations, parents/carers and other professional from outside agencies. Teachers can also raise any concerns with the SENCo at any point in the term.

3. Who is the best person to talk to about my child's difficulties with learning/SEN?

Initially any concerns should be first logged with your child's class teacher. The class teacher will then raise these concerns with the SENCo (Miss Eddleston), who may then contact you. If you have ongoing concerns that you feel are not being addressed then please make an appointment to see the head teacher (Mrs Ravenscroft) or the SEN Governor (Alison Corkill).

4. How will I know how the school will support my child?

Class teachers write Individual Education Plans (IEPs) for all children who have been identified as having Special Educational Needs. The SENCo will support class teachers in writing these IEPs and setting targets. The children's IEPs will state the additional provision that is in place for them e.g. interventions or hours of support in class. These IEPs will be regularly reviewed and shared with parents/carers.

5. How will the curriculum be matched to my child's needs?

When a child 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 may be allocated to work with the child in a 1-1 or small focus groups to target more specific needs. The children's targets will be identified on their IEPs and reviewed regularly. If appropriate specialist equipment may be given to the child e.g. writing slopes or pen/pencil grips etc.

6. How will I know how my child is doing?

Children with IEPs with short term targets will be reviewed by the class teacher and other adults working with the child. New targets will be set as appropriate each term. IEPs will then be discussed at Parents' Evenings and annual review meetings will be held if the child has additional funding. . Appointments can be made to speak to the class teacher or SENCo in more detail via the school office.

7. How will the school help me to support my child's learning?

Advice on strategies to use with child will be indicated on your child's IEP and these can be shared with you at Parents' Evening.

If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

8. What support will be available for my child's overall well-being?

The child's well-being is of paramount importance to us as a school. We invest in a qualified counsellor who is available to speak to children and their parents every Monday. Teachers and teaching assistants are well skilled in listening to children. We also have some children that are qualified as Peer Listeners and they are available every lunchtime.

We have a school policy on administering medicines. Short and long term medicines can be given in school, however parents will need to sign a permission form. Care plans are compiled for children with long term medical and/or personal care needs in consultation with the relevant medical professionals and parents/carers. Care plans are shared with all staff who are involved with the children. Staff will be given training on the administration of medicines of medicines when required e.g. epipen training for children with serious allergies.

9. What happens if my child has a high level of needs?

If a child has high level of needs the school may apply for additional funding from the Local Authority which can then be used to provide support and resources in school. For children with very complex needs, it may be appropriate to apply for an Education and Health Care Plan to be put in place by the Local Authority.

10. What specialist services and expertise are available at this school?

School can make referrals to and request support from the following outside agencies.

Speech and Language Therapy
Paediatric Occupational Health
Paediatric Physiotherapy

Children's Disability Service
Behaviour Intervention Team
Educational Psychologist
Learning Support Service
CAMHS (Child and Adolescent Mental Health Services)
Parent Partnership
Inclusion Team
School Nurse
Counsellor (Jeanette Caine - Healing Hands)
Aromatherapist - Ann Rawsthorne

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

Staff who work with children with specific needs have access to appropriate training to help meet the needs of the children they are supporting e.g.

Behaviour training
Positive handling training
Makaton
Speech and language programmes

This training may be given by attending courses or from outside agencies who come into school to work with specific children and advise staff.

When appropriate all staff will receive training e.g. in relation to child's medical needs, consistent use of behaviour strategies for specific children etc

Miss Eddleston has gained the qualification 'National Award for Special Educational Needs Co-ordination'.

12. How will my child be included in activities outside of 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. One to one supervision can be given if this is deemed necessary.

13. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

Disabled parking space
Ramp into infant area
Lift from Infant Department to allow access to the hall.
Access to disabled toilet and changing facilities.

14. How will this school prepare and support my child when they are starting, leaving this school or moving to another year?

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 school prior to the pupil joining/leaving

All pupils attend a transition session where they spend some time with their new class teacher

Miss Eddleston is always willing to meet parents/carers prior to their child joining the school

Secondary school staff visit pupils prior to them joining their new school

Miss Eddleston will liaise with the SENCo's from secondary schools to pass on information regarding SEN pupils

Where a pupil may have more specialised needs, a separate meeting may be arranged with Miss Eddleston, the secondary school SENCo, the parent/carers and where appropriate the pupil.

15. What if my child needs transport to and from school?

You will need to complete an application for transport which will be submitted to The Local Authority.

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

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 discussions with the class teacher at pupil progress 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.

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

Children with additional funding will have a provision agreement in place stating how many hours support are to be provided and the types of provision/resources that are to be put in place. An annual review meeting involving the school, parents/carers and relevant outside agencies will be arranged to discuss progress against the provision agreement and changes to support if needed. The additional funding will then be reviewed by the Provision Review Panel and a decision made about whether funding will continue and for how many hours. The provision agreement will be adjusted as needed.

For children without funding, the amount of time and the type of additional support will be reviewed regularly by the class teacher and Senior Leadership Team and adjusted as necessary. This will normally happen after termly pupil progress meetings and will be discussed with parents/carers at Parents' Evenings and when Individual Education Plans are reviewed and updated.

18. 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

During Parent's Evenings

During discussions with Miss Eddleston or other professionals

Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

19. Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENCo.