

CASTOR CofE PRIMARY SCHOOL LOCAL OFFER DOCUMENT

PETERBOROUGH SCHOOLS: SEND PROVISION / LOCAL OFFER

Peterborough's Local Offer is aimed at providing better support and services for children and young people with special educational needs (SEND) or disabilities and their families. On their website, you can find information about providers of the following services:

- Special educational provision
- Health services
- Social care services
- Other educational provision
- Preparing for adulthood, including housing and employment
- Leisure and social opportunities
- The local offer can be found at:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting. Wherever possible, and with the agreement of the family or the young person, this will be in a mainstream setting.

All Peterborough's schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities. Schools have access to a range of professional services provided by the Local Authority, which include the Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service, Specialist Teacher for pupils with ADHD and the Specialist Support teacher for children with physical disabilities.



At Castor CofE Primary School, all our pupils' are entitled to Quality First Teaching.

However, some children may need 'additional and different' support to be put in place in order to meet their needs.

This may all be provided by the class teacher or may involve:

- Advice and support from the School's Special Educational Needs and Disabilities Co-ordinator (SENDCo) and other members of staff within the school.
- Staff who visit the school from the Local Authority central services as listed above
- Staff who visit from outside agencies such as the Speech and Language Therapy Service and the Occupational Therapy Service.
- Staff from the 'Support for Learning' Educational Consultancy Service who specialise in dyslexia support.

This support is monitored and co-ordinated by the Special Educational Needs and Disabilities Co-ordinator for the school (SENDCo), Mrs Michelle Mills

Our school currently supports children with the following needs:

Hearing impairment, Autistic Spectrum Condition, specific learning differences such as dyslexia and dyscalculia, Speech and Language needs, children with complex physical needs and those with social emotional and mental health needs.

Our School Information Report provides details of what we do for pupils with Special Education Needs and Disabilities and has links to the 'Local Offer' if further support and information about services is required.

We follow the Local Authority admissions policy for all pupils including pupils with SEND in the following order -

- -Educational Health and Care Plan (EHCP)
- -Children Looked After (CLA)
- -Out of catchment siblings
- -Out of catchment

The chart below provides information about the 'graduated approach' used to support children in school. It shows the interventions and professionals who may be involved as children present with different levels of difficulty and complexity.

EHCP	Highly specialist	Where a child's needs are highly complex and may require a bespoke placement or individualised long term placement
EHCP	Specialist	Children with long-term complex needs will be educated in a mainstream setting supported by relevant specialist services. Some children with highly complex needs may require a specialist school setting
EHCP or SEN support	Targeted specialist	Enhanced support from a range of specialist services including Educational Psychology, Autism out-reach services, ADHD services, physiotherapy services etc. Overseen by Special Educational Needs and Disabilities Co-ordinator.

SEN Support	Targeted.	Special Educational Needs and Disabilities Co-ordinator to advise class teachers around intervention and classroom support. Outside agencies to offer support and advice such as Speech and Language, Educational Psychology Service.
SEN Support or reasonable endeavours	Universal targeted	Quality First Teaching. Teacher will receive support and advice from Special Educational Needs and Disabilities Co-ordinator. School to make reasonable adjustments to meet needs. Differentiation of work and evidence based intervention work
Universal	Universal	Quality First Teaching

<b>Identification of SEND at our School</b>	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	Regular assessment of pupil's progress. Class teacher raising concerns and discussing these with the SENDCo to establish next steps. Carrying out individual assessments. Seeking advice from other professionals and where appropriate making referrals to outside agencies.
We encourage you to raise your concerns by	Speaking to your child's class teacher in the first instance. This will allow you to discuss your concerns and ways in which we may be able to help. The class teacher will then meet with the SENDCo to discuss possible strategies to support your child. It will usually be the class teacher who will keep you informed of your child's progress.
Our school has specialist provision for children/ young people with mobility needs.	We have a changing area for personal care with ceiling hoist and changing bed. Staff have been trained in the use of mobile hoists and standing frames.
<b>Support for your Child/ Young Person</b>	
The education plan for your child/ young person will be explained to you and overseen by	Your child's class teacher and overseen by the SENDCo.
Staff who may be working with your child/ young person are	Class teacher. Higher Level Teaching Assistants Teaching Assistants SENDCo Visiting specialists involved in supporting your child.
We monitor the effectiveness of our SEND arrangements/ provision by	Regular monitoring of the support provided for individuals and groups of children. Lesson observations Discussions with class teacher.

	Pupil voice Reviewing progress of individuals over a specified period.
The roles and responsibilities of our governors are	To oversee the implementation of SEND in liaison with the SENDCo by regular meetings with a governor responsible for Special Educational Needs and Disabilities.
<b>Curriculum Concerns</b>	
Our approach to differentiation is to	We endeavour to meet the individual needs of our children through Quality First Teaching. This will offer them a range of teaching styles, approaches and activities and be targeted to their specific ability level.
Extra support is allocated according to	The individual needs of the pupil identified by the class teacher and SENDCo.
<b>Partnership: Planning, Monitoring and Review</b>	
We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers, children and young people to discuss progress, to plan and review support, specific approaches and/or programmes.	Meetings as required between Pre-Schools, Primary Schools and Secondary Schools as settings change. Multi-agency meetings and Annual reviews for children with an EHC plan (Education Health Care Plan). Early Help Support. Meeting with SENDCo to discuss progress as required. The SENDCo can also attend termly parents' evenings, upon request of parents.
<b>General Support for Wellbeing</b>	
Our school offers pastoral, medical and social support to the children/ young people through the following:	Daily sensory circuit Houses and buddy groups across the school. A close network of support within a small church school, with strong parent links and an ethos of inclusion and respect. Access to the Speech and Language Therapy team Access to the Educational Psychologist. Access to Autism Outreach Services. Access to the Occupational Therapy Service. Access to the Physiotherapy Team. Access to CAMHS (Child and Adolescent Mental Health) support.
We encourage the children/ young people to contribute their views by providing	Standing as School Councillors And UNICEF ambassadors Taking part in discussions within Buddy Groups with class teachers. Giving them opportunities to discuss their learning. Talking to TA / Mentor

<b>Specialist Services/ Expertise Available</b>	
Our school accesses the following services	School nursing team. Speech and Language Therapy team Educational Psychologist. Autism outreach services. Occupational therapy service. Physiotherapy team. CAMHS (Child and Adolescent Mental Health) support. Specialist teacher for disabilities and ADHD Support for Learning Dyslexia support Support from Great Ormond Street Hospital (GOSH) Catheter Training
<b>Training</b>	
We have staff who have the following qualifications.	The SENDCo has taught in school settings for over 10 years and holds the National Award for SEN Coordination (NASENCO)
Staff have recently attended the following training.	Moving and handling training. STEPs behaviour management training ACE training (Adverse childhood experiences) Catheter training
We plan to undertake the following training/ disability awareness sessions(s).	We plan in training and add to the monitoring and evaluation schedule, based on needs arising.
<b>Accessibility</b>	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	We provide children with a wide range of experiences outside the classroom, including extended school activities and residential visits. Alongside our general risk assessments, we consider whether individual risk assessments may be necessary for a child with more complex needs in consultation with parents/carers. We consider the need for providing additional staffing and accessible transport and ensuring the venue is appropriate to the needs of the pupils concerned.
We enable children/ young people to access all activities by	Undertaking risk assessments in advance, putting actions in place to enable all children to participate in an activity. Liaising with staff at visit destinations to inform them of needs and ensuring that risk assessments are in place.
We involve parents and carers in the planning by	Asking them to provide us with information about their child and potential needs whilst taking part in experiences outside the classroom in order that necessary amendments or adjustments can be made, so all pupils are included.

Parents and carers can give their feedback by;	Contacting their child's class teacher, the SENDCo, Head teacher, Deputy Head teacher or SEND link governor via the school office.
Parents/carers can make a complaint by	Contacting their child's class teacher, the SENDCo, and following the school's complaints policy which is on the website. <a href="https://www.castorschool.com/page/?title=Policies&amp;pid=41">https://www.castorschool.com/page/?title=Policies&amp;pid=41</a>
<b>Transitions</b>	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school by the following:	Tours for prospective parents in the Autumn Term. New intake evening for parents Stay and play sessions Pre-school visits Home visits Transfer documents from pre-school settings Secondary staff are invited to the annual reviews of any child in year 5 or 6 with an EHCP. SENDCo liases with all settings prior to transition.
We prepare children and young people to make their next move by the following:	Meeting with SENDCo from relevant secondary school Transition review meetings in Year 5 for consideration of post Year 6. Move up days (Extra move up days can be organised if required). PHSE sessions within class to prepare children for transfer to secondary school using the Cambridgeshire Scheme. Social stories.
<b>Resource Allocation</b>	
Our SEND budget is allocated according to	Current data, showing areas of greatest need, and matching the skills of members of staff to pupils needs. Local Authority funding allocation to schools.
Funding is matched to SEND by	Current data, showing areas of greatest need, and matching the skills of members of staff to pupils needs.
Our decision making process when matching support to need is based upon the following:	Teacher assessments, pupil progress meetings and termly provision mapping.
Parents/ carers are involved through	An "open-door" policy for parents to discuss their knowledge of their children with their class teachers.
<b>Contact Details</b>	
Your first point of contact is	Your child's Class Teacher.
Our Special Educational Needs and Disabilities Co-ordinator is	Mrs Michelle Mills

Other people in our setting/ school who might be contacted include	Mrs Alice Edwards (Head teacher) Mrs Christine Murrell (SEND link governor/Chair of the governing body) through the school office
External support services for information/ advice are	<ul style="list-style-type: none"><li>• SEND Partnership Service 01733-863979 or email pps@peterborough.gov.uk</li><li>• City Council Website <a href="http://www.peterborough.gov.uk/education">http://www.peterborough.gov.uk/education</a></li></ul>