

## **CASTOR CE PRIMARY SCHOOL LOCAL OFFER DOCUMENT Summer 2016**

### **PETERBOROUGH SCHOOLS: SEND PROVISION / LOCAL OFFER**

The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, 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. Maintained 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 and the Specialist Teacher for pupils with ADHD. Academies and Free Schools within the city also have access to these services though the funding mechanisms differ to those in place for maintained schools.

An inclusive school may offer the following 'additional and different' arrangements to support children with SEND. This provision is over and above 'Quality First Teaching' which is the entitlement for all children.

Children/ Young People in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Advice and support from the School's Special Educational Needs Co-ordinator and other members of staff within the school.
- Staff who visit the school from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (S&LT) Service.

The chart on page 2 provides some general information about the different approaches, interventions and professionals who may be involved where children present with different levels of difficulty and complexity.

LEVELS	EHC Plan		Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection	
		Highly Specialist	Where a child or young person's needs are highly complex and require a bespoke placement or highly individualised long term arrangements.	
		Specialist	Special Schools for children and young people with long term complex needs. These are supported by a range of outside professionals. Children with long term complex needs who are educated in mainstream settings who are supported by relevant specialist services through consultation, advice or intervention as appropriate.	
	SEN SUPPORT	Co-ordinated Plan	Targeted Specialist	Enhanced resource bases located in mainstream schools. Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy. Consultation, Intervention advice and training. Pupil Referral Units.
			Targeted	Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Involvement of professionals from outside the school (e.g. educational psychologists, speech and language therapists, paediatricians) through consultation, assessment and training. Evidence based interventions and child specific approaches in place and reviewed.
			Universal Targeted	Quality first teaching. School's best endeavours. Differentiated curriculum. Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Evidence -based interventions run in class and in small groups (plan, do, review cycle). Personalised learning. Consultation. Training.
			Universal	

<b>Identification of SEND at our School</b>	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	Regular assessment of pupils progress. Class teacher raising concerns and discussing these with the SENCo 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 SENCo 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	Our school will make every practical adaptation but it is not equipped with specialist provision.
<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 SENCo.
Staff who may be working with your child/ young person are	Class teacher. Higher Level Teaching Assistants Teaching Assistants SENCo Visiting specialist 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 time frame.
The roles and responsibilities of our governors are	To oversee the implementation of SEND in liason with the SENCo by regular meetings by a governor responsible for special needs. (Mrs Christine Murrell)
<b>Curriculum Concerns</b>	

Our approach to differentiation is to	We endeavour to meet the individual needs of our children through quality teaching. This will offer them a range of learning styles, approaches and activities and be targeted to their specific level of ability and planned by the class teacher.
Extra support is allocated according to	The individual needs of the pupil identified by the class teacher and SENCo.
<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).
<b>General Support for Wellbeing</b>	
Our school offers pastoral, medical and social support to the children/ young people by	Daily sensory circuit Houses and buddy groups across the school. A close network of support within a small Church school, strong parents links and an ethos of tolerance and respect. Access to the school nurse through “drop-in” sessions. 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	Taking part in school council, sports council and eco teams. Taking part in discussions within buddy groups. Giving them opportunities to discuss their learning. Talking to TA / Mentor
<b>Specialist Services/ Expertise Available</b>	

We employ specialist staff in the areas of	We do not currently employ any specialist staff. However our staff have a wide range of experience and skills supporting a variety of needs.
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.
<b>Training</b>	
We have staff who have the following qualifications.	We do not currently employ any staff with specific SEN qualifications.
Staff have recently attended the following training.	First class @ number training for KS1 Paediatric first aid training Phonics training
We plan to undertake the following training/ disability awareness sessions(s).	We plan specific training 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 as well as high quality learning experiences. 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 we can access their risk assessments.

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.
Parents and carers can give their feedback by;	Contacting their child's class teacher, the SENCo, Headteacher, Deputy Headteacher or SEND link governor via the school office.
Parents/carers can make a complaint by	Contacting their child's class teacher, the SENCo, Headteacher, Deputy Headteacher or SEND link governor via the school office.
<b>Transitions</b>	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	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
We prepare children and young people to make their next move by	Meeting with SENCOs from relevant secondary school Transition review meetings in Year 5 for consideration post Year 6. Move up days (Extra move up days can be organised if required). PSHE sessions within class to prepare children for transfer to secondary school.
<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. 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.
Our decision making process when matching support to need is	We use information from teachers, through pupil progress meetings and half termly provision mapping.
Parents/ carers are involved through	An "open-door" policy for teacher's 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 Co-ordinator is	Miss Louise Abbott
Other people in our setting/ school who might be contacted include	Mr Mark Ratchford (Headteacher) Mrs Christine Murrell (SEND link governor/Chair of the governing body)
External support services for information/ advice are	<ul style="list-style-type: none"> <li>• SEND Information Advice Support Service – Tel. 01733 863979 email <a href="mailto:pps@peterborough.gov.uk">pps@peterborough.gov.uk</a></li> <li>• Educational Psychology Open Access Consultation Service – Tel. 01733 863689</li> <li>• City Council Website <a href="http://www.peterborough.gov.uk/education">http://www.peterborough.gov.uk/education</a></li> </ul>