



St Peter's CE Primary School  
Local Offer  
for children with SEN.

The parents' and carers' perspective.

- 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEND Code of Practice, 2015)

# What we offer.....

St Peter's C of E Primary School, part of the Galileo Multi-Academy Trust, is a fully inclusive school which encourages learning by providing a welcoming, friendly and supportive environment through which Christian values are central to the ethos of the school community and its teaching. This commitment ensures that every child and member of staff, no matter what their background or family/personal circumstances fulfils their full potential. This begins in our pre school provision and continues through Foundation Stage, Key Stage One and Key Stage Two.

St Peter's CE Primary School also offers education to children from across the Local Authority's (LA) East Cluster, and sometimes beyond, who have been identified as having considerable needs or barriers to learning. There are two LA resourced provision classes; one in Reception/KS1 and the other in KS2. These bases provide assessment and specialist teaching for 27 pupils from across the borough.

# Identification of Need

# We identify a child with needs through.....

Discussion with parents/ carers

Analysing assessment data and identifying progress and attainment.

Transfer of data from previous school if a child moves schools.

Monitoring of children's social and emotional development by all staff.

Information from external agencies.

For children joining the LA Resourced Provision Classes these concerns would have been raised in the above way at their local school and the school would complete a Resource and Support referral form or request a place through the Education, Health and Care Plan (EHCP) review process. Their needs and how best to meet them would have been discussed at the Resource and Support Panel meeting which sits every 4 weeks, or at the EHCP multi-agency panel.

# We involve parents through.....

Regular parents meetings.

Contacting parents about any concerns.

Further meetings with class teacher, learning mentor, SENCo or other staff as necessary.

Multi agency meetings if necessary.

EHCP and/or Support Plan reviews if applicable.

# We have specialist resource bases.....

As stated, the school has two LA Resourced Provision Classes; The Infant Assessment Class and The Junior Support Base. This high needs, resourced provision, supports children with a range of special needs including autism and moderate learning difficulties.

The school has a morning and afternoon 12 place provision for 2 year olds in line with the Government's eligibility criteria. The creation of this provision supports our early intervention approach to working with children and parents.

To enable effective early intervention, the school has a Nurture group supporting the social and emotional needs of pupils primarily in Y1 and Y2.

We also have a Learning Mentor who works with children who may be experiencing social and emotional difficulties.

Support

# In school your child will be supported by.....

The SENCO has overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision.

## Depending on the child's need they may be supported in the following way:

Differentiated work within the classroom.

Extra small group, targeted work, identified and monitored and evaluated through the provision map.

Support plans to support children's specific needs; health, learning, or social and emotional development which are reviewed with parents and children each term.

Additional support from outside agencies, such as Speech and Language, Specialist Teaching Service, the Educational Psychology service or CAMHs (Child & Adolescent Mental Health)

Depending on the nature of the child's need the following people may be involved in supporting them:

- Class teacher
- Teaching assistants
- Learning mentor
- SENCo
- Shadow SENCo
- Outside agencies

In the Resourced Provision the children are supported by specialist teachers and teaching assistants who teach these classes and provide additional support and expertise to all staff, pupils and parents in St Peter's CE Primary School.

Decisions  
about  
Provision

# How are decisions made about the amount and type of provision required?

Decisions are based on quality evidence the school has collected: both data evidence and from talking to everyone involved in teaching a child.

Decisions will also be based on the advice from any other professionals who have been working with or assessing a child.

The amount of provision is decided in line with the needs of the child; this could be a short term programme of work such as a half term of input on a specific area of need or longer term, in-class support.

Effectiveness of any intervention will be monitored throughout, with a full evaluation at the end or at review points to ascertain progress towards objectives.

Review points will be termly. They will be overseen and directed by the SENCo.

These decisions will be discussed with parents and children, as appropriate, at regular meetings or additional meetings as necessary.

In the Resourced Provision the children's progress is discussed termly at a panel meeting and the panel make decisions as to future provision for the child.

Curriculum

# The Curriculum and Differentiation

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to understand the relevance and purpose of learning activities; experience levels of understanding and rates of progress that bring feelings of success and achievement.

## Accessibility

The school has 4 disabled toilets in school one in each resource base, one in the School entrance lobby and one in the Nursery lobby.

Within the school's design, due consideration has been given to access including ramps, colour schemes to ensure best visibility for visually impaired children and widened doors. The governing body is aware of the need to plan to provide facilities to allow the greatest possible inclusion of pupils with a range of physical needs.

Home school transport is made available for children in line with the LA transport policy.

<https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/advice/Documents/Home%20to%20School%20Transport%20Policy.pdf>

The Foundation Stage has a canopy to allow access to outdoor learning regardless of weather.

# Parental Involvement

# It is vital that we work together

The children's progress and achievement is monitored continuously and recorded each half term. Any concerns are immediately discussed with parents and children.

We encourage an active partnership through an ongoing dialogue with parents.

We have a home-school agreement that we ask parents to sign up to.

A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents.

We are always looking for opportunities to work with parents to help them understand how best to support their children. This includes events such as e-safety training, Read Write Inc workshops in Early Years, craft sessions and Family Learning to support basic skills.

The school has an open door policy and parents are always welcome to come into school.

We consult with parents about any outside intervention we believe is necessary. Parents are regularly invited into school to share the children's achievements such as class assemblies or special presentations.

Overall  
Well-being

We have a medicine policy and medicine is administered in accordance with this.

The school operates a system of a first day call to any absent children if the parents have not already contacted school, to ensure that they are safe.

For children with health problems a health care plan is written and regularly reviewed with parents.

Children with any problems are able to talk to any members of staff and the school also employs a learning mentor who is able to support children with longer term social and emotional issues

Staff from the nurture class are part of a Nurture Network and have received accredited training. As well as supporting children within the Nurture Group the staff also support children across school

Individual Support Plans are written for those children with specific needs including social and emotional needs, and parents and children are included in their development.

The school nurse is available to advise on any health problems a child may have.

# Specialist Services

# Within School Specialism

SENCO holds National Award for Special Educational Needs Coordination

Teachers and support staff with expertise in working with children with SEN (2 Support bases)

Emotional Literacy Support Assistant (ELSA) & Learning mentor who also holds a qualification in Counselling Skills for children using the Arts.

Staff with experience of working with autistic children

Staff with experience of working with children with Speech and Language difficulties

Staff trained in the theory and practice of nurture groups

All staff Team Teach trained and 3 Team Teach Trainers

# At times the school have called on the advice and support of the following outside agencies.

Speech and Language Therapists

<http://southtees.nhs.uk/services/children-and-family-community-services/paediatric-speech-and-language-therapy/>

Educational Psychologist

School Nurse and health visitor

The child and adolescent mental health service (CAMHs)

<http://www.tevv.nhs.uk/Our-services1/Teesside/Children-and-young-peoples-services/Redcar-CAMHS/>

Physiotherapists

<http://southtees.nhs.uk/services/clinical-support-services/physiotherapy/paediatric-physiotherapy/>

Occupational therapists

<http://southtees.nhs.uk/services/clinical-support-services/occupational-therapy/paediatric-occupational-therapy/>

Visually Impaired Service

Hearing Impaired Service

Specialist Teaching Service (STS) Learning Behaviour ASC

The Link Supporting children who are experiencing emotional troubles

Galileo Attendance & Welfare Service (AWS).

The Access Team -Safeguarding Children

The Psychological Counselling Service

The Continence Nurse

EVA For women and children affected by Domestic Violence

Redcar and Cleveland Parent Partnership Service Provides support and information for parents and carers who have children with Special Educational Needs (SEN).

Carers Together Provides information and support for carers

The Junction Supporting young carers

Cleveland Fire Brigade Services for Children and Young People

Child Protection consultant and Child Protection Officer for Education

# Staff training:

- All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification.
- All staff are Team Teach trained
- All TAs are first aid trained
- All staff and governors have annual e-safety training
- Some staff have received Early Bird training
- All staff have received and passed up-to-date online child protection awareness training.
- Some staff are trained for Better Reading Partnership and Reading Recovery.
- Most staff are Read Write Inc trained.
- Nurture Group staff have received Nurture Group training, training in Boxhall assessment and Draw and Talk Therapy
- Our Learning Mentor is ELSA trained and receives ongoing support. She also holds a Certificate in Counselling Skills for children using the Arts and has received training in Bereavement Counselling.
- Some staff in Early years are trained to use BLAST and Speech and Language Therapy intervention
- Many staff have had diabetes awareness training
- Some staff have had Lexia or IDL training to support children with Literacy.
- Some staff are trained in the use of Makaton.

# Future planned training and disability awareness:

Further Autism training

Attachment training

Team Teach Training update.

Dyslexia awareness training.

Involvement in  
outside of school  
activities

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. All children are included in extra curricular activities, class visits or residential trips with appropriate support being offered.

We ensure that we discuss with parents any arrangements that may be needed to be made to ensure that their child feels safe and happy whilst participating in a visit away from school.

Appropriate Risk Assessments are carried for class visits and residential trips to ensure that all children can participate safely.

Transition

## Within school transition:

We have a carefully planned transition period for all children prior to them moving to their new class, to meet their new class mates and become familiar with their teachers and area.

Parents are invited to meet the class teacher during this transition period and enjoy activities alongside their child.

Staff meeting time is allocated for staff to discuss new classes and pass on information

## Transition to resourced provision:

Parents are invited to look around.

Children allocated places are invited to attend some transition sessions with their parents

Staff from the Bases meet with the child's current teacher to discuss the child's needs and support required. They will also familiarise themselves with the child's needs through received paperwork.

Children receive a transition book about their new class to ensure familiarity is maintained over the holidays.

Parents and children are encouraged to use the school website to become familiar with the school.

# Transition for children leaving us:

For more vulnerable children we have early discussions with all schools receiving our children and focused transition meetings where a focused plan is drawn up to help support the child's needs as they move on to their new school.

For children with an EHCP, moving onto secondary school, an EHCP review meeting will be held between St. Peter's staff, parents and the receiving secondary school staff, with a detailed discussion about required provision and support that can be expected at the secondary school.

Extra visits are made with staff from St Peters.

# Children joining us mid year:

Children and young people joining St Peter's in the middle of an academic year do so by arrangement with the head teacher.

# SEN Resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans.

The Provision Map together with individual plans help inform decisions about allocation of funds.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCo meet regularly to agree on how to use funds directly related to statements and pupil premium. This is also discussed with the Leadership Team.

Further

Information

# Who to talk to.....

The first person to contact if you are worried about your child is their class teacher. If the class teacher is unavailable parents should contact the Headteacher, Mr Unthank.

Our learning Mentor Mrs. Hayden is always happy to discuss and support children's social and emotional difficulties with you.

Our Assistant Headteacher and Designated Safeguarding Lead is Miss Hunt.

Our SENDCo is Mrs Dowson.

The Shadow SENDCo is Mrs Thompson.

The Governors with responsibility for Special Needs are David Jackson and Lynne Richards.

All of these people are available by ringing the school on: 01287 676210