

Patterdale C of E Primary School

Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.”

The Cumbria County Council’s Local Offer will provide parents/carers with information about how to access services in this area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings

How does Patterdale C of E Primary School know if children need extra help?

Prior to starting school we work closely with feeder nurseries to identify children with additional needs. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil’s behaviour or progress.

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. Mrs Stewart, the headteacher, is also readily available to speak to.

How will I know how Patterdale C of E Primary School will support my child?

Each pupil’s education programme will be planned by the class teacher, with the support of the SENCO. It will be differentiated accordingly to suit the pupil’s individual needs. This may include additional general support by the teacher or teaching assistant in class. The School’s Special Educational Needs Coordinators, Mrs Stewart and Miss Reay, offer support where necessary.

Additional help may be provided within or separate to the class; in a small group or on a one to one basis.

These interventions will be recorded on the school provision map (this is a record of the interventions, timings, cost and impact of the intervention).

Pupil Progress Meetings are held within weekly staff meetings as a regular agenda item. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the

Speech and Language Team, Educational Psychologist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of Patterdale C of E Primary School are responsible for entrusting a named person, Mrs Derbyshire to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

- When a pupil 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 (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored half termly. IEPs/EHCPs (Education Health Care Plans) will be discussed with parents and a copy given to them.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child with a variety of strategies to use depending on the need.

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

What support will there be for my child's overall well-being?

- The school offers pastoral support for pupils who are encountering emotional or behaviour difficulties.
- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

- Staff receive epipen training delivered by the school nurse (when necessary).
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- All staff have basic first aid training. EYFS teachers have Paediatric First Aid training.

We work hard to maintain high pupil attendance and promote positive behaviour management strategies throughout the school.

What specialist services and expertise are available at or accessed by the school?

We have a wealth of experience and expertise in our school staff, including those trained in reading intervention, speech and language, behaviour management and paediatric first aid.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These may include:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- School Nurse
- Barnardos
- East Cumbria Family Support
- Specialist Advisory Teachers
- Speech and Language Team
- Inclusion Team
- EAL support

What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND.

These have included sessions on:

1. How to support pupils with hearing difficulties.
2. How to support pupils with social and emotional needs.
3. How to support pupils with speech and language difficulties.
4. How to support pupils with physical and co-ordination needs.
5. How to support pupils with autism.

A number of staff have also been trained to deliver reading and spelling intervention programs.

How will my child be included in activities outside 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.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

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

- Ramps into school to make the building accessible to all.
- 2 toilets are adapted for disabled users. □ Wide doors in all areas of the building.

Please refer to our accessibility plan on the school website.

How will the school prepare and support my child when joining Patterdale C of E Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Working closely with our feeder nurseries and feeder secondary schools to ensure a smooth transition for all children. Transition packages are developed for individual children who require them. Discussions take place between the previous or receiving schools prior to the pupil joining/leaving.
- Home visits are undertaken for children prior to starting in Ullswater Nursery (based in the school building)
- All pupils attend several transition sessions before starting our school.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Secondary school staff visit pupils prior to them joining their new school.

Mrs Stewart liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs.

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

These decisions are made in consultation with all staff. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

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 parents evenings
- During discussions with other professionals

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

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's education, please contact the school to arrange a meeting.