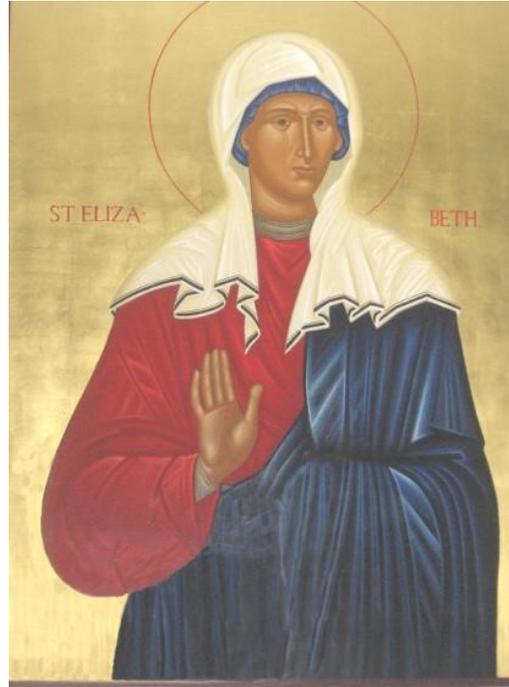


St. Elizabeth Catholic Primary School

SEND Local Offer 2021-2022



Mission Statement

'Striving for excellence in a caring Catholic community.'

The SEND local offer from St Elizabeth

St Elizabeth's approach to meeting the needs of pupils with Special Educational Needs and Disability is supported by the Diocese of Westminster and the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with special educational needs being met in a mainstream setting wherever possible, where families want this to happen.

What is the Local Offer?

Every council must publish a local offer. This will tell you what support is available for children and young people with special educational needs or disabilities, and their families. It should include information about education, health and care provision. It will also tell you about training, employment and independent living for young people with special educational needs or disabilities.

Who is it for?

The local offer is for children and young people with special educational needs and/or disabilities from birth to 25, their parents and carers, and people who work with children, young people and their families.

What is the idea?

The local offer should make it easier to find out what you need to know, give you information about what is available and where to get further information.

The local offer should also make service provision more responsive to local needs.

What does it include?

The Local offer includes information on:

- how children and young peoples' needs are identified
- how their needs are assessed
- the special educational, health and social care provision for children and young people with SEN or disabilities and opportunities for training and employment
- support for independent living
- how provision is funded
- leisure activities and support groups
- where you can find more information, advice and support
- arrangements for travel
- the help that is available to resolve disagreements

The full list of what must be included can be found in the SEND Code of Practice Section 4.30.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Our **Special Educational Needs and Disability Team (SEND)** consists of Kelly Studman, Special Educational Needs Co-ordinator (SENDCo for short) (phase leader for EYFS and KS2), and Mr John Peppard Assistant SENDCo (phase leader for KS1).

The SEND team are responsible for:

Coordinating support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is receiving and that you are involved in reviewing how your child is progressing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's needs, developments and specialist provision that is in place. There are three different *Stages of the SEN Code of Practice register*:

	Watch List (WL) – your child has been identified as not making expected progress and needs to be monitored		Additional SEN Support (k) – your child needs intervention/specialist support with parents/carers permission		Code: E- Educational Health Care Plan (EHCP) -Your child has a Educational Health care plan to support their special educational needs.
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Class teachers are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SEND team know as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SEND team and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governors are responsible for:

- Making sure that the necessary support is available for any child who attends the school who has SEND.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the school has an up to date SEND Policy.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.

Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback!

How is St Elizabeth accessible to children with SEND?

- We are wheelchair accessible on the ground floor, for classrooms from nursery to Year 3. The upper level of the school building for classrooms from Year 4-6, is accessible to children with physical disability via a lift.

- There is a disabled toilet located on the ground floor and all the building's doors are accessible to those with physical disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.

What are the different types of support available for children with SEND in St Elizabeth?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SEND Team or outside specialist) are in place to support your child's learning.
- Your child's teacher will have carefully monitored your child's progress and will determine if your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children in school receive this as a part of excellent classroom practice.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

For your child this would mean:

- He/She will engage in group sessions with specific targets to help him/her to make more progress.

- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies (e.g Speech and Language therapy OR Occupational therapy groups)

For your child this would mean your child will have been identified by the class teacher/ SEND Team as needing some extra specialist support in school from a professional outside the school.

Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing-impaired service
- Visually Impaired Service
- Behaviour Support Service

We always communicate with parents if we think additional support is required and before we contact other specialists.

For your child this would mean:

- Your child will have been identified by the class teacher/ SEND Team (or you will have raised your worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise, A group run by school staff under the guidance of the outside professional e.g a social skills group - a group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

This is usually provided via a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP). This means your child will have been identified by the class teacher/ SEND Team as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. Depending on a child's needs we may draw on support from:

- Speech and language therapy
- Occupational therapy
- Child psychology
- Educational welfare
- Hearing-impaired service
- Visually Impaired Service
- Behaviour Support Service

We always communicate with parents if we think additional support is required and before we contact other specialists.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- If the Local Authority decide your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. They will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support already in place, and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

Criteria of eligibility for Education Health Care Plan

These are the four broad areas of Special Educational Needs and provision in the new code of practice under which your child may be eligible for an Educational Health Care Plan (EHCP).

1. Communication and interaction

- 2.Cognition and learning
- 3.Social, mental and emotional health
- 4.Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. **It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.** Making provision, which can be additional support or ISP (individual support plan), and reviewing how effective it is in securing progress can itself be part of the effective assessment of need, informing the next steps in the graduated approach. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the individual and provide further information about the precise nature of the needs.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially. This can be done either verbal or through our school website
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SEND phase leader (Ms Studman EYFS and KS2, and Mr Peppard- Phase Leader of KS1)
- If you are still not happy that your concerns are being addressed, you can speak to the Headteacher and/or a member of the Inclusion Team.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making **the same** progress **as other children**, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have

- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Tower Hamlets LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
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The Head Teacher and the SEND Team discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- deciding what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SEND team's job is to support the class teacher in planning for children with SEND. A number of approaches are used in teaching to support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This has included whole school training in a variety of SEND issues which means they are able to adapt to a range of Special Educational Needs: specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs and behavioural, social and emotional difficulties.

- Individual teachers and support staff have attended training courses run by outside agencies that are relevant to the needs of specific children in their class e.g 'Dyslexia', 'autism' and 'hearing impairments'.
- Individual teachers and support staff have also received specific training in relation to the use of resources, programmes and strategies to support the children in their class. E.g. 'Numicon', 'ELS 'Early Words' and 'ELSA'.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; differentiated booster classes in Year 6; and a broad range of extra-curricular activities.
- Individual support Plan (ISP) targets are planned and shared with parents at least once each term and are reviewed every half term.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher. The class teacher checks how well your child understands and makes progress in each lesson. This is done through plenary sessions at the end of lesson, through the school's marking system and ongoing assessments.

- His/her progress is reviewed formally every term using school agreed guidelines in reading, writing, numeracy, religion and science.
- Pupil progress meetings with teachers enable the Senior Leadership Team to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels' or PIVATS.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children who are on the SEN Register as K will have an ISP which will be reviewed by the class teacher and parents every term and the plan for the next term will be made.
- For children with SEN, teachers discuss progress with parents every term.
- The progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SEND Team (Ms Studman phase leader of EYFS AND KS2, and Mr Peppard- Phase Leader of KS1 will also check that your child is making good progress within any individual work and in any group that they take part in.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- All ISP's (Individual support Plans) will be shared with the new teacher.
- Depending on the needs of the child, additional support - a social story book or visit to their new classroom can be provided to help them in their move to their next class.
- Wherever possible we arrange for the children to meet their new teacher and spend some time getting to know him/her.

In Year 6:

- We fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth. Our school Parent Support Worker is available to discuss any questions/concerns you may have about secondary transitions.
- The SEND Team will attend the Primary Transition Day to discuss the specific needs of your child with the SEND Team of their secondary school, and where necessary the specialist session for students with an ASD.
- Your child will learn about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child at school.

If your child is moving to another school:

- We will contact the school SEND Team and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible to ensure a smooth transition.

New Entry into the School

- When children have been identified with a SEND need before they start St Elizabeth, we work with the parents/carers and professional agencies involved to ensure that all necessary provisions are in place for your child.

We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can discuss this and make sure the right support is in place for their child.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SEND Team is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.
- Where appropriate ISP's (Individual Support Plans) will be written and reviewed with children and Parents/Carers, each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school communication book may be used to support communication with you, if this has been agreed to be useful for you and your child.