**Read St. John’s CE Primary School Local Offer**

March 2025

**Table of Contents**

[Aims 2](#_Toc19575)

[People who support children with Special Educational Needs and / or Disabilities in this school 5](#_Toc19576)

[How children can get help in school 8](#_Toc19577)

[Frequently Asked Questions 12](#_Toc19578)

[Glossary of Terms 17](#_Toc19579)



**Local Offer: Read St John’s CE Primary School**

Read St John’s CE Primary School’s Local Offer is written with due regard to the Special Educational Needs and Disability Act 2001 and the revised Code of Practice. Our school seeks to adhere to the principles of an inclusive education service as set out in the DfES/0774/2001 document on Inclusive schooling.

# Aims

At Read St John’s, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

Read St John’s CE Primary School’s Local Offer should be read in conjunction with the following:

* Anti-Bullying Policy
* Gender and Race Equality Policies
* Child Protection Policy
* Code of Conduct
* Whistleblowing Policy
* Safeguarding Statement
* Inclusion Policy
* Behaviour Policy

The Read St John’s CE Primary School Local Offer is written with full regard to the United Nations Convention on the Rights of the Child:

* **Article 1** Everyone under 18 has these rights.

* **Article 2**  All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

* **Article 3**  All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

* **Article 4**  The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

* **Article 5**  Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

* **Article 12**  You have the right to give your opinion, and for adults to listen and take it seriously.

* **Article 13**  You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

* **Article 15**  You have the right to choose your own friends and join or set up groups, if it isn't harmful to others.

* **Article 16**  You have the right to privacy.

* **Article 19**  You have the right to be protected from being hurt and mistreated, in body or mind.

* **Article 28**  You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

* **Article 29**  Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

* **Article 30**  You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

* **Article 31**  You have the right to play and rest.

* **Article 37**  No one is allowed to punish you in a cruel or harmful way.

* **Article 39**  You have the right to help if you've been hurt, neglected or badly treated.

Read St John’s CE Primary School is a mainstream school catering for children of primary age (4 to 11 years). All Lancashire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by 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 a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

# People who support children with Special Educational Needs and / or disabilities in this school.

**Class Teachers are responsible for:**

* Ensuring that all children have access to high quality 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, adapting resources etc.) and discussing amendments with the SENCO as necessary.

* Writing Pupils profiles (POPs) then sharing and reviewing these with the child they pertain to and their parents at least once each term and planning for the next term.

* 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 supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialists 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.

**You can contact your child’s class teacher by talking to them at the beginning or end of the day, by making an appointment to meet, via the school office or by telephone on (01282) 771065.**

**The Special Educational Needs Co-Ordinator (SENCO) is responsible for:**

* Coordinating all the support for children with special educational needs (SEN) and or disabilities 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: o involved in supporting your child’s learning o kept informed about the support your child is getting o involved in reviewing how they are doing o part of planning ahead for them.

* 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, Occupational Therapists, School nurse, Educational Psychology etc.

* Updating the school’s SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child’s progress and needs.
* To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

* Supporting your child’s class teacher to write Targeted Learning Plans (TLPs) that specify the targets set for your child to achieve.

* Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

**Mrs Sara Toomey is our school Associate SENCO. She is in school on a Thursday morning and can be contacted, via the school office, by telephone 01282 771065 or alternatively by email: s.toomey@read.lancs.sch.uk**

**Teaching Assistants:**

A teaching assistant (TA) 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.

 **The Headteacher is responsible for:**

* The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class/subject 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.

**Ms Agar can be contacted by talking to her at the beginning or end of the day in the playground, by making an appointment to meet, via the school office, by telephone 01282 771065 or alternatively by email: head@read.lancs.sch.uk**

**The SEND Governor is responsible for**:

* Making sure that the school has an up to date SEND Policy.

* 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 necessary support is made for any child who attends the school who has SEN and/or disabilities.

* 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.

**Mrs Lynne Royle, the school SEND governor, can be contacted via the school office, 01282 771065.**

# How children can get help in school.

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

* Other staff in the school

* Staff who will visit the school from the Local Authority central services such as the IDSS Outreach Team or Sensory Service (for students with a hearing or visual need)

* Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

There are different types of support available for children with SEN and /or disabilities in this school. The types of support provided also show the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.

**All children receive class teacher input via good and outstanding classroom teaching:**

* The teacher will have the highest possible expectations for your child and all pupils in their class.

* All teaching is based on building on what your child already knows, can do and can understand.

* Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

* Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

**Intervention Groups:**

Any child who has specific gaps in their understanding of a subject/area of learning may receive support through specific small group work. This group may be run in the classroom or outside. It may be run by a teacher or (most often) a teaching assistant who has had training to run these groups. These are often called intervention by schools.

* Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers.

* They will plan group sessions for your child with targets to help your child to make more progress.

* A learning support assistant/teacher (or outside professional, like a Speech and Language Therapist or teacher of the deaf), will run these small group sessions using the teacher’s plans, or a recommended programme.

Some of the children accessing intervention groups may be at the stage school calls **Additional Educational Needs**. At this point children would receive targeted booster or intervention support and their progress monitored.

**Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching and intervention groups:**

* If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

* Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.

* If it is agreed that the support of an outside agency is a way forward, you will 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 you understand your child’s particular needs better.
* The specialist professional will work with your child to understand their needs and make recommendations, which may include: o 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 targets which will include their specific professional expertise o Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit o A group or individual work with outside professional
	+ The school may suggest that your child needs some agreed individual support or group support in school (20 hours and below in school). They will tell you how the support will be used and what strategies will be put in place.

Children accessing this level of support will be at the stage of the SEND Code of Practice called **SEN Support**, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school above and beyond normal classroom differentiation and AEN intervention or from a professional outside the school.

This may be from: o Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) o Outside agencies such as the Speech and Language therapy (SALT) Service.

**Specified Individual support for your child of more than 20 hours in school:**

This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong and who consequently need more than 20 hours of support in school.

Usually, if your child requires this high level of support, they may also need specialist support in school from a professional outside the school.

This may be from: o Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

o Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS

**The Statutory Assessment Process:**

* 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 and you can find more details about this in the Local Authority (LA) based Local Offer, on the Lancashire website [www.lancsngfl.ac.uk](http://www.lancsngfl.ac.uk/)
* 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 they do not think your child needs this, they will ask the school to continue with the support at School Support.

* After the reports have all been sent in the Local Authority will decide if 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. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support 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 EHC Plan will outline the top uf funding your child will receive, their long and short term goals for your child and what strategies must be put in place.
* The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

**Support for children with identified special needs starting at this school:**

* We will first invite you to visit the school with your child to have a look around and speak to staff.
* If other professionals are involved, a Team around the Child (TAC) meeting or Team around the Family (TAF) meeting will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts.
* Your child’s key person or future class teacher and the school SENCO will visit your child at their nursery / other provision.
* We may suggest adaptations to the settling in period to help your child to settle more easily.

# Frequently Asked Questions.

**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.
* 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 SENCO (Mrs Sara Toomey) or Headteacher (Ms Fran Agar).
* If you are still not happy you can speak to the school SEN Governor (Mrs Lynne Royle).

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

* When a teacher or a parent has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher will raise this with the SENCO.
* Schools also have progress meetings every term with each class teacher in the school, including the assessment lead and SENCO, to ensure all children are making good progress and to discuss why if they have not. This is another way your child may be identified as not making as much progress as expected.
* If your child is then identified as not making progress the school will decide whether to monitor this or set up an intervention group and will inform you.
* If your child is still not making expected progress the school will discuss with you:
	+ Any concerns you may have.
	+ Discuss with you any further interventions or referrals to outside professionals to support your child’s learning
	+ o How we can work together, to support your child at home/school.

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

* The school budget, received from Lancashire Local Authority, includes money for supporting children with SEN.
* The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, based on the needs of the children currently in the school.
* The Head Teacher, SENCO and Assessment co-ordinator discuss all the information they have about SEN in the school, including
	+ the children getting extra support already. o the children needing extra support.
	+ the children who have been identified as not making as much progress as would be expected.

They then decide what resources/training and support is needed.

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

**How are the adults in school helped to work with children with a SEND and what training do they have?**

* The SENCO’s job is to support the class teacher in planning for children with SEND.
* The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
* Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with a SEND.
* Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g.

from the ASD Outreach service, STEPS and Sensory service or medical/health training to support staff.

**How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?**

* Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
* Support staff can implement the teachers modified/adapted 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 daily, if needed, to meet your child’s learning needs and increase your child’s access to what is on offer.

**How will we measure the progress of your child in school and how will you know about this?**

* Your child’s progress is continually monitored by his/her class teacher.
* His/her progress is reviewed formally every term and a level given in reading, writing and maths of Working below (B) Working towards (WTS) Expected (EXP) or Greater depth (GDS) for the age group expectations they are in or those appropriate to the level of work provided. Progress in other areas is also monitored as appropriate, such as attendance, engagement in learning and behaviour.
* 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’.
* 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 on the SEN Record will have a POP which will be reviewed with your involvement, at least termly and half termly if considered appropriate for your child and the plan for the next term made.
* The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education.
* The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

* A range of ways will be used to keep you informed, which may include:
	+ Parent consultation evenings held in Autumn and Spring term
	+ Letters/certificates sent home from celebration assembly held every Friday

o Additional meetings as required

* + Reports which are sent home at the end of the summer term

**What support do we have for you as a parent of child with an SEN/and or disabilities?**

* We would like you to talk to your child’s class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things and can share what is working in both places.
* The SENCO and class teacher are available to meet with you to discuss your child’s progress or any concerns/worries you may have. The SENCo has allocated time out of class on Wednesday afternoon when she is available to talk or an appointment can be made at a mutually convenient time.
* All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
* POPs will be reviewed with your involvement each term.
* Differentiated work and homework will be set, as needed to meet your child’s individual needs
* A home/school contact book or the reading record book may be used to support communication with you, when this has been agreed to be useful for you and your child.
* If you have any questions or concerns about any aspect of your child’s learning the SENCO will try to help and is always available via email:

s.toomey@read.lancs.sch.uk

* A representative from SENDIAS (SEND Information advice and support) can be contacted through a referral form [https://lancashireself.achieveservice.com/service/Parent\_Partnership\_Service\_Referral\_Form](https://lancashire-self.achieveservice.com/service/Parent_Partnership_Service_Referral_Form) or phoning Tel: 0300 123 6706 or emailing information.lineteam@lancashire.gov.uk They can provide free, impartial and confidential help and support for families with children with SEND.

**In addition:**

If your child is undergoing statutory assessment you will also be supported by the Children’s Services Inclusion Team. They will ensure that you fully understand the process.

**Is the school physically accessible to children with SEND?**

* We ensure that equipment used is accessible to all children regardless of their needs.
* The school hall and key stage 1 classrooms are accessible to children with physical disability via a ramp.
* The school has a disable access toilet accessible from key stage 1 classrooms and the hall.

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

We recognise that ‘moving on’ can be difficult for all children, but especially for a child with SEN and/or disabilities and take steps to ensure that any transition is as smooth as possible.

* If your child is moving to another school: o We ensure he/she knows about any special arrangements or support that need to be made for your child. o If necessary, we arrange extra transition visits to ensure as smooth a move as possible. o We will make sure that all records about your child are passed on as soon as possible.
* When moving classes in school: o Information will be passed on to the new class teacher in advance and a ‘handover’ planning meeting will take place with the new teacher. All POPs will be shared with the new teacher.

* In Year 6
	+ We have worked hard to develop good links with the secondary schools we transfer to and SENCOs which improves the transition process.
	+ Where possible and if thought beneficial your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

# Glossary of Terms.

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| --- | --- |
| POP | Pupil overview of provision |
| PLP  | Personal Learning Plan  |
| SEND  | Special Educational Needs and Disability  |
| SEND Code of Practice  | The legal document that sets out the requirements for SEND  |
| EHC plan  | Education, Health, Care Plan  |
| SEN  | Special Educational Needs  |
| SEND  | Special Educational Needs and or disabilities  |
| SALT  | Speech and Language Therapist  |
| CAMHS  | Child & Adolescent Mental Health Service  |
| EP  | Educational Psychologist  |
| SENCO  | Special Educational Needs Coordinator  |
| ASD  | Autistic Spectrum Disorder  |

**Complaints Procedure**

Should parents/carers wish to make a complaint with reference to Read St John’s CE Primary School Local Offer they are advised to refer to:

* **SENCO:** Mrs Sara Toomey o **Headteacher:** - Ms Fran Agar
* **SEN Governor:** Mrs Lynne Royle

**Review**

This Local Offer will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, it will be reviewed and revised immediately. Please provide any feedback you feel is necessary to Mrs Susan Lee or Ms Fran Agar, thank you.

Date when Local Offer was reviewed: March 2025

Date when next review is due: March 2026