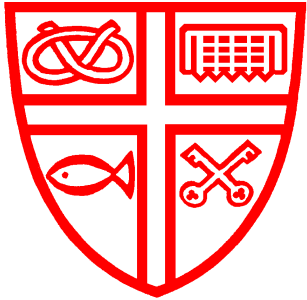


Our Local Offer for Special Educational Needs and/or Disability

**St. Peter's C E (A)
Primary School**



Please click the relevant words on the wheel to be taken to the corresponding section.

Headteacher: Mrs Sarah George

School address: School Lane, Caverswall

Telephone number: 01782 393118

Email: office@st-peters-caverswall.staffs.sch.uk

How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

We know when children need help if:

- Concerns are raised by parents/carers, teachers, or the child's previous school.
- Tracking of attainment outcomes indicate a lack of progress.
- Pupil observation indicates that they have additional needs in one of the four areas:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- A child asks for help.
- After identification the school's SEND journey is followed starting with support being put in place at the initial concern level with the child being moved onto the SEND register if progress is not made at the initial concern level.

What should I do if I think my child or young person needs extra help?

- If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo, whose name is Mrs R Bagshaw.
- All parents or carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

- The school's SEND policy, Accessibility plan, Assessment Policy, Admission arrangements, Supporting pupils with medical conditions, Medical procedures, Behaviour policy, Health and safety policy, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Pupil Remote Education Policy (IRR) can all be found on the school's website using this hyperlink.
- [Policies | St Peter's CE Primary School \(st-peters-caverswall.staffs.sch.uk\)](https://st-peters-caverswall.staffs.sch.uk)

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

- All children will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Children with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. Classroom observation by subject leaders, the senior leadership team, the SENCo or external verifiers,
 2. Ongoing assessment of progress made by the child in specific intervention groups,
 3. Work sampling,
 4. Scrutiny of planning,
 5. Teacher meetings with the SENCo,
 6. Pupil and parent feedback when reviewing target attainment,
 7. Whole school pupil progress tracking,
 8. Attendance and behaviour records.
- All children have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents each term and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Children who are failing to make expected levels of progress are identified very quickly and are discussed in termly progress meetings.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.
- An individual assessment of the child will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the child.

Teaching, Learning and Support

- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the child will be obtained and appropriate interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a Passport for Learning that will identify a clear set of expected outcomes, which will include stretching and relevant targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Behaviour Support Service,
 2. Autism Outreach Team,
 3. Hearing Impairment team,
 4. Visual Impairment team,
 5. Educational Psychologist Service,
 6. Educational Welfare Officers,
 7. Physical and disability support service,
 8. Social Services,
 9. School Nurse,
 10. CAMHS (Child & Adolescent Mental Health Service).
- For a very small percentage of children, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Teaching, Learning and Support

- For children who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all children in the classroom. When a child has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

How resources are allocated to meet children or young people's needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:
 - In-class support from teaching assistants.
 - Small group support from teaching assistants e.g. English and Maths support.
 - Specialist support from teachers e.g. booster/catch up groups.
 - Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
 - Provision of specialist resources.
 - CPD relating to SEND for staff.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

Teaching, Learning and Support

- For children with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parent. For pupils with a Education, Health or Care plan, this decision will be reached when the educational plan is being produced or at the annual review.
- Parents or carers will be involved through:
 - discussions with the class teacher, SENCO or senior leadership team member,
 - during parents' evenings or Passport for Learning reviews.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- The school has an extensive range of speech, language and communication programmes and resources, literacy support programmes and resources, maths support programmes and resources, behaviour or social and emotional support programmes and fine or gross motor support programmes. Additional resources if needed would be funded through either; a proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit), The Notional SEN budget, The Pupil Premium funding for pupils who meet certain criteria or in addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding.

How will you and I know how my child or young person is doing? *(IRR)*

- Attainments towards the identified outcomes will be shared with parents through the school reporting system and Parents' Evenings. Parents may also find the learning journal a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress at any point during the year if concerned with the class teacher, the SENCo or a member of the senior leadership team. Please contact the school office who will arrange one from you.

How will you help me to support their learning? *(IRR)*

- Please look at the school website. It can be found at st-peters-caverswall.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school will organise a number of parent workshops during the year. They aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

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Teaching, Learning and Support

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- The child will be fully involved in the termly Passport for Learning review and their views towards each target will be recorded on the review sheet. Depending on the child, this may take place when the Passport for Learning is reviewed with the parents or carers or prior to the review.
- The child will also complete a termly PAMS meeting with their teacher to discuss their progress in reading, writing, spelling and maths as well as discussing their effort grade for the term. These scores are recorded in the child's learning journal.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

- Regular learning walks, book scrutinises, pupil voice discussions and data analysis take place by either the SENCo, subject leaders or members of the senior leaderships team to monitor and evaluate the effectiveness of the provision for children with SEND.
- Parent questionnaires are regularly completed.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? *(IRR)*

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Small group interventions to support pupils' wellbeing are delivered to targeted pupils and groups. They aim to support improved interaction skills, emotional resilience and wellbeing.
- A buddy support system is put in place if required.

How will you manage my child or young person's medicine or personal care needs?

Keeping students safe and supporting their wellbeing

- Children with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within [Supporting pupils at school with medical conditions \(DfE\) 2014](#). (See the Supporting Pupils with Medical Conditions Policy [Policies | St Peter's CE Primary School \(st-peters-caverswall.staffs.sch.uk\)](#)).

What support is there for behaviour, avoiding exclusions and increasing attendance?

- When behaviour difficulties arise with children on the SEND register, the SENCO will support staff to put a range of strategies into place. These will be personal to the child and their needs. Parents will be made aware of school's concerns and are expected to support school with their interventions. When a child has significant difficulties or progress is not being made the school will involve the Behaviour Support Team, Educational Psychologist, or other professionals that can meet the child's particular need. A graduated response following Staffordshire guidelines will be put into place to ensure reasonable adjustments are being made within the guidelines. For further information please see the school's behaviour policy.

[Policies | St Peter's CE Primary School \(st-peters-caverswall.staffs.sch.uk\)](#)

How do you support children who are looked after by the local authority and have SEND?

- Children who are looked after by the local authority and have SEND continue on the same SEND journey as the other children with SEND needs but have termly PEP meeting with the designated teacher for Looked after Children (Mrs R Bagshaw), their social worker and carer to discuss their progress and pastoral care as well as jointly deciding upon the use of pupil premium funding.

Working Together

Who is involved in my child's education?

- The child's class teacher is primarily responsible for the child's care as we believe every teacher is a teacher of SEND and the class teacher is the person who knows the child best. The class teacher will be responsible for the provision for the child and will lead setting Passport for Learning targets for the child, the class teacher will liaise with the SENCo and senior leadership team. The class teacher is responsible for supervising any teaching assistants who may be involved with the child.
- The child's class teacher, SENCo or any member of the senior leadership team can be contacted through the school office.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- Half termly staff meeting time is designated to SEND to update staff of the children on the SEND register. Subject leaders are regularly monitoring the SEND reasonable adjustments in place for children and involve a SEND pupil in all monitoring exercises that are carried out.

What expertise do you have in relation to SEND? *(IRR)*

School staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties.
- Reasonable adjustments.
- Effective intervention.
- DCD Developmental coordination disorder

Enhanced training has been provided to the SENCo and some TAs on:

- Better Reading Partnerships.
- Modelled Reading Training.
- Sentence Smashers Intervention.

Working Together

- Success for all Phonics Lightning Squad intervention.
- Specialist training has been provided to the SENCo on:
- Attendance at the termly SENCo Update.
 - Earlybird Plus Autism training.
 - Whole School SEND.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

- The school actively seeks the support of behaviour support, Autism Outreach, Educational Psychology Service, Occupational therapy and acts on all advice given.
- The school regularly refers to CAMHs or the School Nurse team when health or social and emotional support is needed.
- The school regularly advises parents to self-refer to Stay Well if they have any concerns over their child's emotional wellbeing.

Who would be my first point of contact if I want to discuss something?

- If you have concerns then please firstly discuss these with your child's teacher. Contact can be made through the school office.
- All parents and carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

- The school's SENCo is Mrs R Bagshaw who can be contacted through the school office. She has dedicated SENCo time on a Friday afternoon but can be contacted at any time.

What roles do your governors have? And what does the SEN governor do?

- The named Governor responsible for SEND/inclusion is Mrs S Simcock. The Governors ensure, through the Headteacher, that all teachers are aware of the importance of providing for these children. They monitor the provision and effectiveness of SEND within the school.
- The monitoring criteria include:

Working Together

- Analysis of pupil tracking data and test results (for individuals and group of pupils).
- Value added data for pupils recognised as SEND or Looked After.
- School Development plan discussions.
- Observations.
- Discussions with pupils.
- Meetings with the SENCo.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- The child will be supported by a familiar adult when being fully involved in the termly Passport for Learning review to ensure their views are heard and recorded. Pictorial representations may be used if necessary.
- The aspirations of Education, Health and Care (EHC) children are recorded annually during the annual review meeting.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- The school's governing body is made up of two parent governors. When vacancies arise parents or carers are invited to nominate themselves to become a school parent governor.
- The school always welcomes parent or carer helpers into school when Covid allows.

What help and support is available for my family through the setting? *(IRR)*

- Mrs R Bagshaw (SENCo) is available to help parents or carers complete any necessary forms or paperwork. Please contact her through the school office.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities and trips.

How accessible is the setting's environment?

The following adaptations have been made to the school environment:

- A disabled parking spot has been marked and located in the staff car park.
- A ramp is in place into the school entrance to ensure the site is accessible to all.
- A disabled toilet is available to ensure accessibility for visitors with a disability.

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Inclusion & Accessibility

Are disabled changing facilities available? Yes
No

Details (if required)

Are disabled toilet facilities available? Yes
No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details (if required)

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Joining and moving on

Who should I contact about my child or young person joining your setting? *(IRR)*

- Admissions information can be found on the school website using the link below.

[Admissions | St Peter's CE Primary School \(st-peters-caverswall.staffs.sch.uk\)](https://st-peters-caverswall.staffs.sch.uk)

How can parents arrange a visit to your setting, school or college? What is involved?

- Parents or carers can arrange to visit the school by contacting the school office on 01782 393118.
- Open days usually take place in the Autumn term.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)*

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:-

- A planned programme of visits is provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.

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Joining and moving on

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred as soon as the parents notify the school their child has been enrolled at another school.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

- The **SENDIASS Staffordshire Family partnership**. If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** office hours. Alternatively email on **sfps@staffordshire.gov.uk**.

When was the above information updated, and when will it be reviewed?

The above information is updated and reviewed annually. It will be reviewed in September 2026.

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at **www.staffordshireconnects.info**

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

What can I do if I am not happy with a decision or what is happening? *(IRR)*

Additional Information

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher.
- The SENCo, Mrs R Bagshaw.
- The Headteacher, Mrs S George.
- For complaints please contact the School Governor with responsibility for SEND. Her name is Mrs S Simcock.
- Please use the link below to access the school's complaints procedure.

[Policies | St Peter's CE Primary School \(st-peters-caverswall.staffs.sch.uk\)](http://st-peters-caverswall.staffs.sch.uk)

Type of Setting (*tick all that apply*)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number

2051

District

- | | | | |
|------------------------------------|---|---|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input checked="" type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

3-11

Number of places

24 nursery places available. The PAN for each other year group is 30 equating to 174 in total.

Which types of special educational need do you cater for? (*IRR*)

Additional Information

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input checked="" type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input checked="" type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment:

- | | |
|--|---|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input type="checkbox"/> Sensory room/garden | |