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**ST PETER’S PRIMARY SCHOOL**

Special Educational Needs and Disability Local Offer

November 2020

Executive Head teacher: Mr Martin Farmer mfarmer@queenelizabeth.hereford.sch.uk

Head of School: Miss Lu Wisden lwisden@st-peters.hereford.sch.uk

Assistant Head/SENCo: Mrs Kate Thompson kthompson@st-peters.hereford.sch.uk

Assistant SENCo: Miss Hannah Gardner hgardner@st-peters.hereford.sch.uk

SEN Governor: Mrs Gemma Cartwright

**Statement of Intent**

St Peter's Primary School is a Values-based school where we treat each other with mutual respect and work in a climate where openness and inclusion lay the foundations for our values to be built upon.

As a Values-based school, we seek to promote an educational philosophy based on valuing self, others and the environment through, the consideration of an ethical values vocabulary (principles that guide behaviour), as the basis of good educational practice.  It encourages adults to model values and to give time for reflective practices that empowers individuals to be effective learners and good citizens.

It helps pupils to develop holistically, nurturing a secure sense of self, respect for self and others and supports the raising of academic standards.

**St. Peter’s values**

Our School, ‘The Peter’s’ values, encourages children to work on 9 areas of self-development:

Team work

Honesty

Effort

Passion

Enthusiasm

Time Keeping

Empathy

Resilience

Self Awareness

Teachers focus on one value within classes monthly. The value is discussed and promoted within class and children have the opportunity to work towards showcasing this value and being awarded with a reward certificate and ‘The Peter’s’ star badge.

The school is required to work in line with the Special Educational Needs and Disability (SEND) Code of Practice (2014), which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010).

Some children may have a Special Educational Need, which could require additional resources and/or provision beyond that of the normal classroom. The school are committed to offering a range of support to those pupils with communication and interaction difficulties; cognition and learning difficulties; social, mental and emotional health problems; or sensory/physical needs. The range of support deployed will be tailored to individual needs following thorough assessment.

The school’s Local Offer is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation. It has been produced in line with the Children and Families Act 2014, the updated Code of Practice, and the Equality Act 2010. The SEND Code of Practice (2014) defines a child as having Special educational needs if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her”. A child is defined as having 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 educational facilities of a kind generally provided for others of the same age in mainstream schools…’

Services available through Herefordshire Council can be found in their ‘Local Offer’ at:

 [Local Offer - SEND – Herefordshire Council](https://www.herefordshire.gov.uk/family-support/local-offer-4?documentId=831&categoryId=200207)

**How we define Special Educational Needs (SEN)**

We consider children to have special educational needs if they have difficulties that are additional to, and different from the majority of their peers of the same age.

We do not consider children as having a learning difficulty solely because they have English as an additional language (EAL), although we recognise that pupils with EAL may also have SEND.

**How do we identify SEN?**

* A concern may be raised by the parent/carer, teacher or the child.
* A pupil may have a diagnosis given by another professional (e.g. a paediatrician).
* We continually monitor pupils’ progress and limited or slow progress will be recognised by the class teacher or SENCo as potentially identifying SEN.

**What should I do if I think my child has SEN?**

* The first point of contact should be with the child’s class teacher. If a concern is raised about a pupil’s progress, discussions will take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.
* You may also wish to contact the school SENCo, Mrs Kate Thompson by making an appointment through the school office or telephoning her on 01885 483237 or by e-mailing on kthompson@st-peters.hereford.sch.uk

**How will I know my child is being supported at St Peter’s Primary School?**

At St Peter’s Primary School, we take a graduated approach to supporting all children.

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| **The Graduated Approach** **Stage 1 – Quality First Teaching:** * Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
* High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
* If a concern is raised about a pupil’s progress, discussions should take place between the class teacher, parent and SENCo. The pupil will be monitored, and possible support strategies put in place.
* Pupil Progress Meetings are used to monitor and assess the progress being made by all pupils.
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| **Stage 2:** * This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage 1.
* Pupils become Stage 2 if they have been assessed as being significantly behind their expected level for 2 consecutive Pupil Progress Meetings.

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| * At this stage the SENCo may seek consent from parents to assess a pupil, or refer to an external agency, to ascertain what the specific barriers to learning may be.
* Pupils will now be placed on the SEN Support Register, and a Provision Map will be drawn up which will detail the specific provision that will be made.
* The Provision Map will detail all interventions that are being carried out.
* It will be the responsibility of the SENCo to monitor the Provision the pupil is having, the effectiveness of the provision and the progress of the pupils.
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| **Stage 3:** * When a pupil has been identified as having SEN, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
* This may involve further consultation with external agencies who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
* The SENCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

**How will I know how my child is getting on?*** We pride ourselves on the good relationships we build between parents, carers and other professionals in working together to meet the needs of the child.

**What is an Education, Health and Care Plan?*** If a pupil has lifelong or significant difficulties, the School, family and/or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an ‘Education, Health and Care Plan’
* Further specialist provision may be put in place.
* The SENCo will be responsible for monitoring the provision, and for preparing the annual review that will take place for these pupils on a yearly basis.

**How will transitions from one class to another be managed?*** The SENCo is responsible for planning all transitions for pupils with SEN.
* Carefully planned transitions take place between year groups at the end of every school year.
* For pupils with very specific needs, the SENCo will arrange to meet with the parents, teachers and any support staff involved with the child.
* Training will be arranged for staff who will be working with specific needs, especially medical ones.
* The SENCo will be involved with the transition process of SEN pupils to High School.
* For in-year transitions, the SENCo will be part of the transition discussions, and may assess the current ability of new pupils to the school.

**School Entitlement Offer – The categories of need and how we implement appropriate provision.**

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| 1. Pupils with additional needs  |
| Communication and Interaction  | Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN)  | * Consultation with specialists
* Provision Maps
* Small group interventions
* Implementation of programmes of activities provided by specialists e’g SALT
* Additional support from a teaching assistant
* Provision of CPD for staff
* Nurturing ethos to maintain self-esteem
* Individual visual timetables
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| Cognition and Learning  | Cognitive Ability: Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)  | * Provision maps
* Provision of CPD for staff
* Consultation with specialists
* Differentiated curriculum to meet education needs
* Nurturing ethos to maintain self-esteem
* Intervention programmes specific to needs, e.g. Barrington Stokes reading books, Lexia
* Small group teaching
* Additional small group/individual support from a teaching assistant
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| Social, Emotional and Mental Health  | Emotional Well Being Social Behaviour Learning Behaviour (SEM)  | * Assistant Head with specific responsibility for Pupils’ Individual Needs
* Social Skills intervention
* Self-esteem building
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| Sensory and/or Physical  | Hearing Impairment (HI) Visual Impairment (VI) Physical / Health / Medical (PD)  | * Local Authority Inclusion Team – advice on adaptations to be made, and resources/equipment that is required eg soundfield system
* Access to Physiotherapists and Occupational Therapists on an individual basis (through referrals)
* VI and HI specialist teachers visit pupils and provide advice to the school
* Specialist equipment provided
* CPD arranged for staff
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**External agencies**

The school works closely with many external agency providers, including:

• The English as an Additional Language team (EAL).

• For Looked After Children (LAC) the school works with the social care team, EDULAC team and Virtual Head.

• Gypsy, Roma and Traveller services.

• Child and Adolescent Mental Health Services (CAMHS).

• Local Health Services, including community and specialist nurses, Physiotherapists and Occupational Therapists.

• Educational Psychologist.

• Speech and Language Therapists.

• Young Carers.

• Behaviour Support Team.

• Inclusion Team.

• Parent Partnership.

• Local Authority SEND team.

**Staffing Expertise and training**

All staff undergo internal training through staff meetings and INSET days.

All staff undergo Safeguarding training.

**What if I have a complaint about the school or an individual?**

Our complaints policy outlines the process for making complaint. A copy of this is available on the school website or at the school office.

NB: This is a working document and is continually monitored and amended as necessary.