



'Where young minds grow and young hearts learn to care'

St Andrew's CE Primary School **SEN Information Report**

Last reviewed: January 2019

What is the 'Local Offer'?

The *Children and Families Bill* was enacted in 2014. From this, Local Authorities and schools are required to publish information about services that are available for children and young people with Special Educational Needs (SEN) aged 0 – 25. This is called the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision available. Northamptonshire's Local Offer can be found at: www.northamptonshire.gov.uk/localoffer

This SEN information report outlines St Andrew's Local Offer and should be read in conjunction with the school's SEN & Inclusion Policy

How does St Andrew's support children with special educational needs or disabilities?

St Andrew's is a primary school with an attached Nursery and we admit children from 2 to 11 years of age. We believe that all children are valued equally regardless of their ability or behaviour and all children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.

A learner is identified as having special educational needs (SEN) if they have needs that are 'additional to' or 'different from' the differentiated approaches and learning arrangements or short term intervention normally provided as part of high quality, personalised teaching. Through a process of 'Assess, Plan, Do, Review', the requirements of all children are identified, delivered and reviewed throughout the year to ensure the best possible provision is made for each child.

How does our school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- New starters to school are assessed through a range of baseline assessments, home visits and observations to provide a 'starting point' to their time at St Andrew's.
- Information from previous settings is reviewed and discussed with parents/carers and professionals where applicable
- Termly progress meetings between class teachers, SENCo and the Headteacher ensure progress and attainment data is discussed and reviewed regularly for all learners.
- Termly intervention meetings between intervention staff, class teachers and the SENCo discuss the impact of ongoing interventions and provide opportunity to discuss other children.
- Concerns raised by parents, teachers or outside agencies.



What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance, parents/carers should contact their child's class teacher. If you still have concerns you can contact the SENCo (Mrs Leaker) or the Deputy Headteacher.

How will school support my child?

The SENCo will oversee the support and progress of any child requiring additional help across the school and will work closely with the class teacher to plan and coordinate the support required. This may be provided within school by intervention staff, support staff or outside agencies. Parents/carers will be kept informed about all additional support put in place, its impact and progress at Parents' Evenings and in discussions with the SENCo regularly.

How do the teachers match the curriculum to an individual child's needs?

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be several different levels of work set for the class, however on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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

The class teacher, parents and SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their full potential.

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

We ensure that all children with SEN are provided for to the best of the school's ability within the funds available. It may be decided that a number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made so that this additional spend can be continued.

How do you measure my child's progress?

As a school we measure children's progress in learning against national age related expectations (ARE). We track children's progress from Nursery to Year 6, using a variety of different methods including lesson observations, formal testing, assessment for learning and some standardised tests, as appropriate.

Where intervention is taking place, targets are reviewed regularly and progress and impact against these targets is assessed. If the child has not met the target, the reasons for this will be explored, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child makes progress.

The class teacher is responsible for the progress of every child in their class.



What opportunities will there be for me to discuss my child's progress?

We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly. As a minimum, you will be able to discuss your child's progress at Parent Consultation Evenings which occur each term. You are also welcome to make an appointment at any time to meet with either the class teacher or the SENCo and discuss how your child is getting on.

If your child has complex special educational needs or a disability they may have a Statement of Educational Needs or an Education, Health and Care Plan (EHCP), which means that an additional, formal meeting will take place annually to review your child's progress.

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

The class teacher and SENCo can offer advice and practical ways that you can help your child at home. During meetings with parents, the class teacher will discuss these strategies with you.

Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and at school.

The school parent support advisor (PSA) is also available to give advice and support about home learning.

We also invite parents to open days and 'learning events', where parents can become more aware of what their child is learning and how they can support their child at home.

How will my child be able to contribute their views?

Children who receive intervention discuss their targets with their intervention teacher at least once a term and are encouraged to add comments to review forms. Children are invited to Parent Consultation Evenings to discuss their progress with their parents and class teacher.

Discussion about topic work and other areas of the curriculum take place on a regular basis in class and often, learning is adapted to the interests of the learners. This can take the form of topic mind mapping, school parliament discussions and in reflection time.

In lessons, learners are involved in setting, reviewing and monitoring their own progress through the use of personalised targets.

For wider issues in the school, children are encouraged to contribute to whole class discussions on issues that affect them (such as Playground Charter, homework policies). The class's views are represented by School Council meetings with the Headteacher and at Governor Meetings.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

St Andrew's believe that high self-esteem is crucial to children's well-being. We are a nurturing



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school and all our vulnerable pupils are known to staff. In addition, each class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. We have a strong ethos of Christian values and teach all children about their Rights and Responsibilities within school and the local community.

We have an established well-being programme run by experienced staff and are able to respond to a number of pastoral and well-being issues such as anxiety, distress, anger or low self-esteem in the classroom. Support is also available to support children through separations and bereavement.

How does the school manage the administration of medicines and personal care?

Medicines are administered in line with the school's Administration and Management of Medicines policy. Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day.

If a child requires personal hygiene care or has complex medical needs, this will be managed through an individual care plan.

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

We have a positive approach to behaviour management with a clear Behaviour Policy that has been developed by all staff and pupils. St Andrew's Christian values underpin all our behaviour strategies and they run through every aspect of school life. Children are taught about 'Rights and Responsibilities', how to make good choices and the consequences of poor choices. These values and rights are modelled throughout school and shared with parents through the Headteacher's newsletters and Values Passport so they can be embedded at home too.

After any serious behaviour incidents we will inform parents about what has happened. For further information, please refer to our Behaviour Policy.

The attendance of every child is monitored on a daily basis. Good class and individual attendance is rewarded through a special mention in weekly achievement assemblies and attendance certificates. Lateness and absences are followed up with parents via letter and interview with the Headteacher. Figures are recorded and reported to the Governing Body.

Further support is provided to families by our parents support advisor who can arrange training for parents in behaviour management techniques such as 123 Magic. The PSA also supports families in a variety of ways to improve attendance and lateness. This support may include an Early Help Assessment (EHA) and the involvement of outside agencies.

What training have the staff supporting children with special educational needs, had or are currently having?

Our teachers and learning support assistants are experienced in many areas of intervention and quality first teaching. Specific areas of expertise include:

- Delivering speech and language programmes to accelerate a child's learning in



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understanding and using language.

- Motor Skills and Sensory Circuits to improve fine and gross motor skills
- Well-being programmes to support social and emotional development
- Careful adaptation of learning to suit the needs to individual learners
- Language development
- How to support a child in managing anger

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

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Educational Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Behaviour Outreach, Autism Outreach, Target Autism, the Child and Adolescent Mental Health Service (CAMHS), a Specialist Literacy Teacher and Social Services.

How will the school prepare and support my child when joining the school or transferring to a new school?

We encourage all new children to visit the school prior to starting with us. Home/school visits by school staff are also arranged to aid the transition into the Nursery and Reception years.

When children are preparing to leave us for secondary school, we arrange transition visits for them. For targeted or vulnerable children, extra visits are arranged according to the individual's need. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are the Governors involved and what are their responsibilities?

The Headteacher and SENCo reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities. One of the Governor's responsible for special educational needs and meets regularly with the SENCo. The Governors agree priorities for spending within the special educational needs budgets and the overall aim that all children receive the support they need in order to make progress.

Who can I contact for further information or to discuss a concern?

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet with the SENCo or Deputy Headteacher. We also have a Parent Support Advisor who is able to offer advice and support for parents. If you are unhappy with the response to these initial contacts, we have a complaints procedure in place agreed with our Governing Body. Please refer to the Complaints procedure for further information.