

## School Local Offer

### Special Educational Needs and Disability (SEND)

St Paul's School, Chipperfield is an inclusive school and may offer the following range of provision to support children with SEND

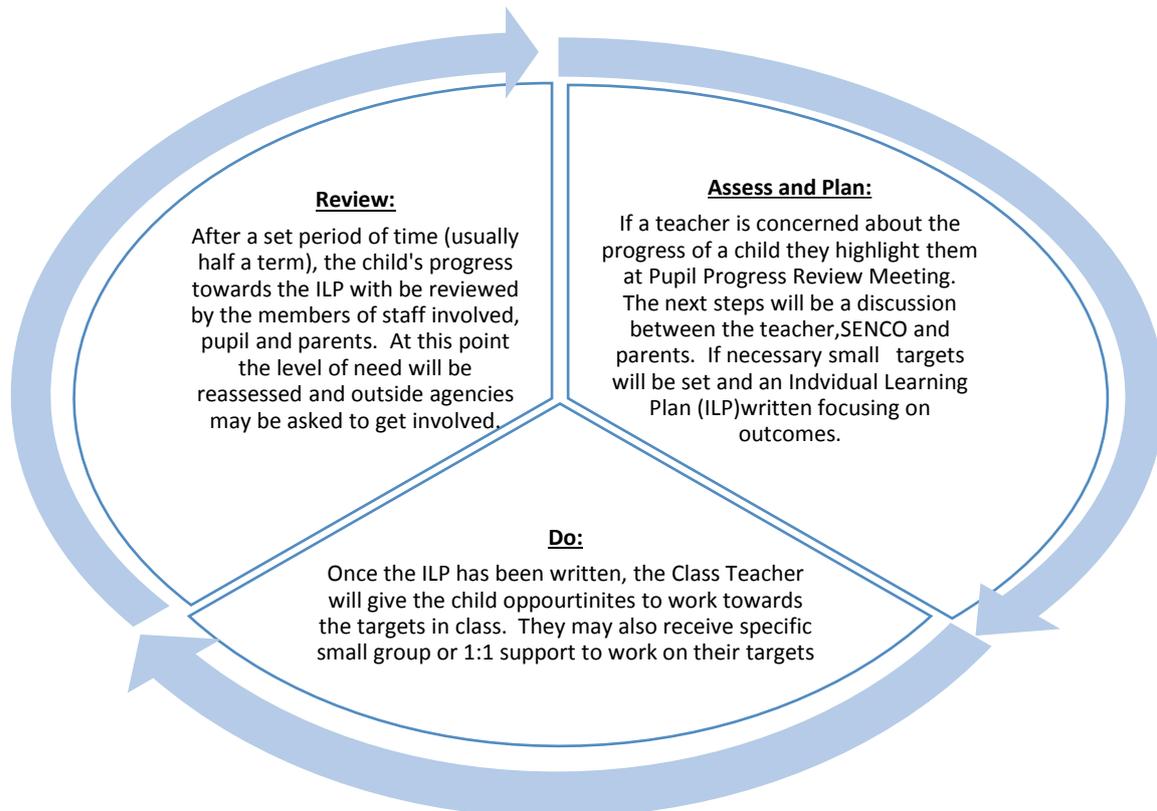
## St Paul's Primary School Local Offer



*At St Paul's we aim to ensure all children in our care are empowered by our ethos of 'Love to Learn; Learn to Love'. Please find below the different ways we aim to ensure all pupils can achieve and thrive in our school.*

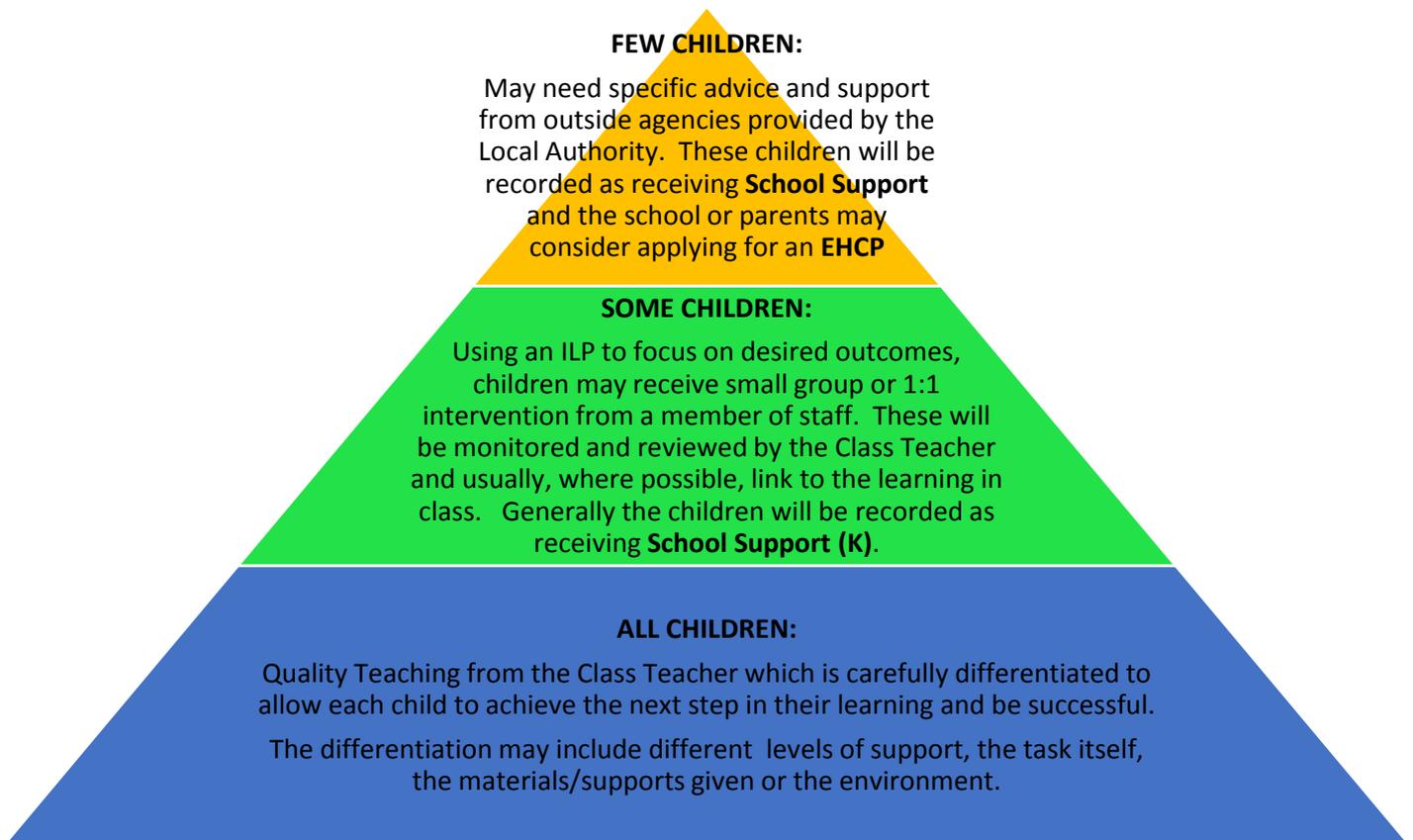
### 1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The monitoring of attainment and progress of all pupils happens on a daily basis during quality teaching first.



**Parents who are concerned that their child may have SEN issues should in the first case talk to their child's class teacher.**

### 2. How will school staff support my child?



Parent's will be expected to support this work outside of school and may be asked to work on specific targets at home.

The SENCO, Eilish Bateman, provides advice, monitoring, and links with outside agencies. There is a school governor for SEN, Maria Kenny, who oversees the school's work with SEN and ensures the quality of provision is regularly monitored.

### **3. How will I know how my child is doing?**

All pupils' learning is monitored and assessed regularly, this information is then shared with parents at parent's evenings, termly target reports and in annual end of year reports. If your child is receiving extra School Support you will be allocated extra time at parents evening to ensure a worthwhile discussion can take place.

If a teacher has concerns about the amount of progress being made, they will arrange to speak to a parent and discuss what action could be taken. As well as this parents and teachers can communicate using the school email system to raise concerns and queries.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored internally each term and by OFSTED annually.

### **4. How will the learning and development provision be matched to my child's needs?**

After a concern is raised, an assessment of the child's needs will be carried out. This will draw on the class teacher's observations and knowledge of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views. This ensures that any barriers to learning are identified and allows smart targets to be set. Children are consulted through the whole process and are key to decisions about what will help them

learn more effectively. The aim is to differentiate the work to allow pupils to fully access the teaching in class first.

#### **5. What support will there be for my child's overall well-being?**

As a church school, we embrace the Christian values of love, honesty, understanding and respect. The values education is central to our vision and everyday interactions in the school community.

A counsellor is employed by the local school partnership and sessions are offered, where possible, to pupils we feel would benefit from the support. The school has a consistent behaviour policy for each Key Stage of the school which is published on the school website.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child including lunch time staff.

In some instances where it is felt a child requires a specialist support service, the SENCO will liaise with the appropriate county agency. When requesting these services the school will work in partnership with the parents and be bound by the service's own framework.

#### **6. What specialist services and expertise are available at or accessed by the school?**

The SENCO oversees the training needs for staff members. All relevant staff have opportunities to take part in training to ensure that there is a wide range of skills and expertise in a variety of areas of SEN support, e.g. dyslexia, dyscalculia, reading intervention, gross and fine motor skills difficulties and Speech and Language. The school can access outreach services such as Educational Psychology, Speech and Language Therapy, Social Communication Support, Specific Learning Difficulties, Early Years Advisors etc...All are these are through the Integrated Services for Learning, more information on these are available on the Hertfordshire Local Offer.

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

#### **7. What training have the staff, supporting children with SEND, had or are having?**

All staff are trained regularly in First Aid and Safeguarding. There is a specially trained paediatric first aider and designated staff (DSPs) for safeguarding concerns. Staff have been trained in Speech and Language Support, Makaton, Down Syndrome, Autism, ADHD, dyslexia, dyscalculia, literacy, reading and maths interventions, behaviour strategies, communication difficulties. The SENCO is working towards the National SENCO Award. Training is refreshed regularly and as needs arise. All opportunities for additional training are sought to ensure that staff have an up to date working knowledge of relevant SEND issues and current legislation.

#### **8. How will you help me to support my child's learning?**

Parent's Evenings are held each term to keep parents fully informed of their child's progress. At each consultation a mini report is given out with targets and ways to support your child's learning at home. An annual report is written for each child in the Summer Term. Parents are involved in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning. Children are set homework which is age appropriate that will involve reading and at mixture of literacy, maths or topic work.

#### **9. How will I be involved in discussions about and planning for my child's education?**

Within the school year there are formal occasions such as Parents' Evening. We also have an 'open door' policy where parents are usually able to speak to a teacher after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. As well as this each class teacher has an email account for parental communication. Parent forums are held regularly to seek the views of the parents on certain matters. Parents are represented on the school governing body and there is also a very active PTA in school. Parents of children with SEN are regularly involved in discussions through reviews, parental forums and planning meetings.

[senco@stpauls909.herts.sch.uk](mailto:senco@stpauls909.herts.sch.uk)  
teacher(n/r/1/2/3/4/5/6)@stpauls909.herts.sch.uk  
[admin@stpauls909.herts.sch.uk](mailto:admin@stpauls909.herts.sch.uk)

#### **10. How will my child be included in activities outside the classroom including school trips?**

For all school trips a risk assessment is undertaken to try to ensure that children are safe. All children with SEND are included on all school trips and reasonable adjustments, such as specific use of additional staff, are made. To aid this parents views and concerns are addressed to make sure all pupils play a full and active role in all school life. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

#### **11. How accessible is the school environment?**

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. Specialist equipment can be provided, where appropriate, for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

#### **12. Who can I contact for further information?**

The class teacher is available to address any initial enquires and appointments can be made via the school office or the email system. Furthermore, the school has an SENCO who can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child. If you wish to make a complaint the school has a complaints procedure which is available on the website.

#### **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

When transitioning into a new class within the school, where possible, the pupils have an opportunity to meet their new teacher and a hand over meeting takes place between the teaching staff and professionals involved.

If required a more detailed and structured transition can be managed. This is especially true for transition into a new school such as from Year 6 into Secondary School. When this is required, the SENCO will work with the required agencies, parents and pupils to ensure the move is smooth.

#### **14. How are the school's resources allocated and matched to children's special educational**

## needs?

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to provide specialised training for staff, buy specialist equipment, books or stationary or employ Teaching Assistants to support learning. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up finding can be applied for through the local authority. (Exceptional Needs Funding).

### 15. How is the decision made about how much support my child will receive?

As part of the review of the child's needs, the amount and type of support will be determined taking into account the barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. Ultimately, the school's aim is to support the child to become a resilient, independent learner. The amount and support is reviewed regularly in line with the progress being made and adjustments made accordingly. This happens as part of the review process where the views of parents, class teacher and the child are incorporated.

### 16. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEN can be accessed at

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

## GLOSSARY OF TERMS

**SEND:** special educational needs and disabilities.

**Pupil Progress Meeting:** a review of the classes learning between the Teacher(s), TA, Head and SENCO.

**SENCO:** the senior member of staff who monitors and supports teachers to ensure all pupils with SEND are included fully in school life.

**OFSTED:** School inspection from the government.

**ILP:** Individual Learning Plan which has specific targets to work towards desired outcomes for pupils who need extra support.

**DSPL:** The local area of Hertfordshire (Dacorum) which provides schools with support and training.

## Further Information

### Useful Documents and Resources

DfES	Draft Special Educational Needs: Code of Practice 2001 The Special Educational Needs and Disability Act 2001 Special Educational Needs: Code of Practice Toolkit: Special Educational Needs – further guidance
DfES	Excellence for All Children: Meeting Special Educational Needs 1997
DfES	Meeting Special Educational Needs: A programme of Action 1998
DfES	Social Inclusion: Pupil Support (Circular 10/99)
DfES (Circular 20/99)	What the Disability Discrimination Act (DDA) 1995 means for Schools and LAs
DfES	Handy Hints for Primary School Teachers: Dyslexia
CSIE	Index for Inclusion 1999
NAHT	The Special Educational Needs and Disability Act 2001: NAHT Commentary 2001
NASEN Children with SEN	Specialist Teaching for SEN and Inclusion, Including Activities for Young
NASEN	From KS2 to KS3: Smoothing the Transfer for Pupils with Learning Difficulties
Ofsted	Evaluating Educational Inclusion 2000: Guidance for Inspectors and Schools