



Information for Parents

Special Educational Needs Local Offer

What is the local offer?

Our local offer is information for parents/carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school.

All pupils at Parish C.E. Primary School receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

What are Special Educational Needs?

At Parish CE Primary, all our children are special, but from time to time some children may need a little extra help either on a short-term basis, or perhaps due to a more long-standing difficulty, which may have already been recognised before formal school begins. It may be that their needs lie somewhere between the two. Whatever the difficulties, whether emotional, physical or with an aspect of learning, the most successful way of dealing with them is to form close links between home and school.

There are four different areas of SEN they include communication and interaction, cognition and learning, emotional, social and behavioural development, including child mental health, sensory and/or physical.

1. How will I know if my child needs extra help?

At Parish the progress and attainment of all pupils is reviewed every term by the Senior Leadership Team at which time provision may be adjusted to meet identified needs. You would normally be informed about your child's general progress and targets through Parents' Evening and reports.

If a child continues to have difficulty after intervention or has a high level of need when they join us, they may be considered to have special educational needs (SEN) and placed on the SEN register. Parents will be informed of this.

2. How accessible is our school?

We have a disabled toilet with changing facilities and three downstairs classrooms. Our teaching and learning environment reflect the needs of all our children and reasonable adjustments are made where necessary.

3. Who is the best person to talk about my child's difficulties with learning/SEN

If you have any concerns about your child please contact the class teacher, you don't have to wait until 'a parents evening'. At Parish C of E Primary, the class teacher has a termly meeting with the Inclusion lead and SENCo, Mrs Moore, to review the needs and progress of all the children. They also meet informally throughout the term. The class teachers will also feedback any concerns that a parent may have to the SENCo who is very happy to meet parents.

The role of the SENCo (in collaboration with the head teacher and governing body) plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCO takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies. The SENCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

Mrs Moore is the SENCo at Parish C.E. Primary School and she has recently completed the National SENCo Award, which is a legal requirement for SENCos in the Code of Practice 2014. However, she does have a teaching commitment and is therefore unable to respond immediately to parents' requests for advice, information, or meetings. Therefore, your initial concerns should be shared in the first instance with their class teacher.

The role of the Head teacher in terms of SEN is to assume the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs (SEN). The Head teacher should keep the governing body fully informed and work closely the school's SEN co-ordinator (SENCo) or SEN team.

The Head teacher oversees monitoring and reviews of all the school policies, including the SEN policy. The Head teacher oversees all procedures used in the school, including those used by the SENCo. All maintained schools must publish their SEN policy.

The level of support your child receives will depend on their needs. The SENCo offers meetings to all parents of children receiving additional support. At this meeting we will discuss the support your child has received in the current terms and whether they will need continued support in the following terms. At Parish we have teaching assistants working within the class

to support children. The class teachers and SENCo will review children's progress and which children are in intervention groups, every half term against targets set.

4. How will I know how the school will support my child?

If your child is on the Special Educational Needs Register, they will be given a Pupil Passport. This will be reviewed by the teacher, adults working with your child, and your child every term and new targets set. You will also have the opportunity to discuss this with the class teacher during parents' evenings and with the SENCo at any meetings. If you would like to discuss the targets at any other time we would be delighted to meet with you at a convenient time.

The class teacher will be happy to talk to you about your child's progress and any other issues as often as you both feel is necessary. If it is felt appropriate a home /school communication book is used.

5. How will the curriculum be matched to my child's needs?

During the school day, work will be adapted by the teacher, so that it meets the individual needs of your child. Both the teacher and the teaching assistants support groups within the classroom.

Our Rainbow Curriculum has been specifically designed to be a fully inclusive curriculum based on extensive research into learning pedagogies for how children (regardless of need) learn best.

At Parish C.E. Primary School we use a 'Quality First Teaching' model to ensure that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. As part of this model, subject leaders have worked alongside our SENCo and our Academy Trust to analyse any potential barriers to learning across all subjects, which a child may present with and all staff have been given extensive training to be able to effectively implement reasonable adjustments and clear differentiation to ensure all children have the opportunity to thrive in all lessons whilst at our school.

6. How will I know how my child is doing?

At Parish we regular inform parents about progress and attainment. We do this through both parent evenings and reports. If we did have concerns regarding a child, we would request a meeting with their parents to discuss it in further detail.

We monitor a child's progress through a number of methods. We are continuously conducting teacher assessments, we measure levels before and after interventions, we complete half termly diagnostic assessments including reading and spelling levels.

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

We always encourage close links with a child's home, and this is particularly important with children with special needs. There are so many ways in which we can work together to ensure children make maximum progress. Your child's class teacher is always there to talk to, and we would like to encourage you to have a conversation with the Special Needs Co-ordinator (SENCo), Mrs Moore, if you are worried about anything.

The Special Education Needs Act prioritises the views and involvement of the child; however, here at Parish this is nothing new we ensure that the children are central to their learning. We ensure that we involve the children focusing on their views and opinions.

8. What support will be available for my child's overall well-being?

At Parish, a child's wellbeing is supported at different levels and in many ways. At a whole school level, we use our Positive Relationships Policy and The Parish Way Policy, which includes the three core rules which are followed by every child in the school. We have a clearly defined Christian Vision which permeates all that we do, and we also focus on new value each half term and celebration of values shown take place at assemblies.

All school staff closely observe all children in school, not just those in their class. Staff work closely together to ensure that any concerns are passed to the relevant person and acted upon. All staff in school have regular Safeguarding and Child Protection training and updates.

We have a Children and Families Champion, who works with our wider Safeguarding Team to work with a number of External Agencies to support those children with more specific social and emotional needs. Mrs D Morris is the school's Mental Health and Wellbeing Leader. She is the person to contact for advice and support for your child's wellbeing.

We have identified First Aiders and there is a First Aider on duty at every playtime and lunchtime. At lunchtime, we have a specialised designated mid-day supervisor who is fully trained to deal with any accidents. First Aiders are stationed in every area of school throughout the day. We also have identified staff who are trained to administer medicines to children in school. Children who need to take medicine during the school day can have this administered in school if the relevant form is completed by the child's doctor. Medicines are stored safely and are administered by the trained member of staff. We have a medical register which is updated by class teachers termly and a medical concerns board in the staff room to ensure all staff are aware of the needs of the children with significant medical parents.

When a child has a medical need we put together a Health Care plan together with the parent, school nurse, to ensure the child is safe and that staff are aware of the child's specific needs. When this meeting is held, we would also look at any staff training that may be needed.

9. What happens if my child has a high level of need?

As part of our support for all children in school we have regular opportunities to consult with support services and health agencies through a multi-agency approach. This takes place through the St. Helens Triage for all Education Support and Specialist Advice (TESSA) service. This ensures that children are receiving the correct level of support and enables school to receive advice and guidance from specialist professionals.

10. What specialist services and expertise are available at this school?

- Educational Psychologist
- Behaviour Improvement Team (BIT)
- LASC
- Speech and Language Therapist (SALT)
- Councillor
- Social Services
- St Helens Social Care Team
- Neurodevelopmental pathway
- CAMHS
- Occupational Therapy (OT)
- Physiotherapy
- Education Welfare Officer (EWO)
- School Nurse
- Inclusion Team at Atlas House

These are the main specialists we work with, but we are also sign posted to others by them.

11. Are the staff who support children with SEND in this school provided with appropriate training?

Staff training needs are assessed regularly. Recently staff have attended training to support children by keeping them safe, first aid, autism, maths support and phonics. We have also had specialist support workers, working alongside Teaching Assistants to train and support them in the work they do with specific children.

12. How will my child be included in activities outside of the classroom, including school trips?

All school trips require a risk assessment. For children with significant needs they may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully. We provide funding for teaching assistants to accompany children with specific needs to attend after school clubs to ensure all our out of hours activities are inclusive.