



Ribchester St Wilfrid's Church of England Primary School – The Local Offer



SENCO: Mrs Elise Lester

SEN Governor: Mrs Emma Taylor

DECISIONS ABOUT WHETHER A STUDENT HAS SEN

How do we identify individual special educational learning needs?	<p>At Ribchester St Wilfrid's, we feel it is important to identify pupils with SEND as early as possible and to act upon this to support children to make the best progress possible. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning.</p> <p>Class teachers discuss any concerns with the SENCo. If further action is deemed necessary, the SENCo and teacher will invite the parent/s in for a meeting.</p> <p>Triggers for identification of special educational needs could be:</p> <ul style="list-style-type: none">• Little or no progress is made when teaching approaches/learning styles are targeted to improve the child's identified area of need• The level of learning continues to be significantly below the expected level for a child of a similar age.• Communication or interaction difficulties which create barriers to learning and specific interventions are needed• Social, emotional or mental health problems which are not improved by the techniques usually employed in the nurturing environment of the school• Sensory or physical problems which create barriers to progress despite the provisions of personal aids or specialist equipment.• <p>When children have identified SEN before they start at Ribchester St Wilfrid's, we work with the people who already know them and use the information already available to plan for their arrival.</p> <p>If you tell us you think your child has a SEN we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.</p>
How do we involve children and their parents/carer in identifying SEN?	<p>We strive to have positive relationship with all our parents/carers, so you will be involved in all decision making about your child's support.</p> <p>When we discuss SEN we will discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.</p> <p>We write and review SEN Support Plan and Education, Health and Care Plans (EHCP) termly with the children and parents/carers for children identified with SEN.</p>
How is the decision made about how much individual support pupils will receive?	<p>Each term this is a meeting between the SENCO and Headteacher to ensure that all children are making good progress.</p> <p>The decision about additional support is usually made with:</p> <ul style="list-style-type: none">• The class teacher• Teaching Assistants• SENCO

	<ul style="list-style-type: none"> • Head teacher • Parents/Carers • Other professionals who may be involved with the child <p>Parents and professionals will meet to discuss the individual's needs; share strategies used and ensure provision is put in place.</p> <p>Parents receive copies of reports and SEN Support Plans.</p> <p>Adult support, within school, will be decided on the child's individual needs.</p>
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SUPPORT FOR LEARNING AND WELL-BEING	
How does the school support pupils with special educational needs?	<p>Class teacher input via good/outstanding classroom teaching.</p> <ul style="list-style-type: none"> • The class teachers have the highest possible expectation for your child and all the children in their class. • All teaching is based on building on what your child already knows, can do and understand. • A variety of teaching methods are used so that your child is fully involved in the learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Specific strategies may be put in place (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access learning tasks. <p>Specific small group work (Intervention Groups)</p> <ul style="list-style-type: none"> • This group may be run in the classroom or outside in our Pendle Room. • Group work is run by either a class teacher or a teaching assistant who has the appropriate training to run these groups. • Your child's teacher will have carefully tracked your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers. • He/she will identify targets to help your child to make more progress. • The group will be run using the teacher's identified targets and possibly a recommended programme. <p>Special groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy.</p> <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and

	<p>Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. • Support to set targets which will include their specific professional expertise. • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. <p>Specified Individual Support – Education, Health and Care Plan</p> <ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Education, Health and care Plan. If this is not the case, they will ask the school to continue with the current support. <p>The SEN Governor is involved via the regular, termly meetings in the school to hold the SENCO to account.</p>
What is in place for supporting pupils' overall wellbeing?	<p>The well-being of your child is central to the ethos of our school. We have a nurturing community with a strong Christian ethos and strive to provide a happy, safe and caring environment. All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school worship and an annual visit from the Life Education Bus.</p> <p>All children are encouraged to tell someone if they feel there are any issues, not just impacting on them but on their peers.</p> <p>Ribchester St Wilfrid's is an inclusive school with a good reputation for managing behaviour. The school has support systems in place for addressing behaviour issues.</p> <p>Inappropriate behaviours are addressed immediately and recorded on CPOMS.</p> <p>We adhere to our behaviour policy which is available to parents and we are happy to talk through strategies as the need arises.</p>

	<p>All staff encourages a ‘can do’ attitude and scaffolds this in a variety of ways.</p> <p>We have a team of teaching assistants who support children in a variety of ways.</p> <p>Certain individuals may have tailor made programmes as required.</p> <p>The views of children are obtained via the school council representatives – one member per year group, as well as through regular questionnaires and surveys.</p>
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PROGRESS, PLANNING AND KEEPING PARENTS INFORMED	
How will parents know how their child is doing?	<p>To keep parents informed we:</p> <ul style="list-style-type: none"> • Produce SEN Support Plans which are discussed between the class teacher, parents, child and if necessary external professionals. • Assess your child regularly through informal and formal assessments. • Discuss and review your child’s progress at Parent’s Evening and if necessary review meetings. • Keep in regular contact via email or Class Dojo. • Send reports detailing your child’s progress over the academic year. <p>As a school we track and analyse the children’s progress in learning against age related expectations on a half termly basis.</p> <p>The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children’s progress from entry at Year R through to Year 6, using a variety of different methods. Pupil Progress Meetings are held each term between the class teacher, SENCO and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.</p> <p>PIVATS 5 is sometimes used to identify a child’s strengths and set out small, measurable targets for the child’s SEN Support Plan.</p> <p>For children with an Education, Health and Care Plan (EHCP) an annual review will be carried out. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent’s choice of high school in order to assess the arrangements prior to transfer. Depending on when the annual cycle of reviews falls, an additional review or an early review may be necessary. A further transition meeting, when a high school has been allocated, will be arranged and the high school SENCO will be invited.</p>
How are parents involved in discussions about planning for their child’s education?	<p>We would like you to talk to your child’s class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. Due to our open door policy this makes this accessible to parents and staff.</p> <p>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</p> <p>Education, Health and Care Plans will be reviewed with your involvement annually.</p>

	<p>Homework will be adjusted as needed to your child's individual needs.</p> <p>A homework diary may be used to support communication with you, when this has been agreed to be useful for you.</p> <p>Any child with an Education, Health and Care Plan, will have their plan formally reviewed annually at an 'Annual Review Meeting.'</p> <ul style="list-style-type: none"> • Information regarding your child's progress throughout the year is collected from all professionals working with your child. • Parents/carers are also asked to give their feedback and comments. • This information is collated and shared among all contributors (including parents/carers). • An 'Annual Review' meeting then takes place. All contributors to the review information are invited to the meeting, including your child. • During the meeting, the progress of your child is discussed and targets are set for the following year. • A final report is then written about the meeting and then distributed to all involved.
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PROVISIONS, RESOURCES AND SERVICES	
How is learning and development provision matched to individual pupils' needs?	<p>Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</p> <p>Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</p> <p>Differentiation, not just in terms of learning but also social and emotional and behaviour is built into all lessons and is given a high profile at all times. This helps individual children in providing them with scaffolding for their learning and so children know who they can talk to about any issues.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p>
How are the school's resources allocated and matched to pupils' SEN?	<p>The school budget received from the local authority includes money for supporting children with special educational needs.</p> <p>The school's SEN budget is allocated for resources and training and is used to support pupils with statements.</p> <p>The Head teacher decides on the budget for Special Educational needs in consultation with the school governors, on the basis of the needs of the children currently in school.</p> <p>The Head teacher and the SENCO discuss all the information they have about SEN in the school including:</p> <ul style="list-style-type: none"> • The children getting extra support already. • The children needing extra support. • The children who have been identified as not making as much progress as would be expected. • Decide what resources/training and support is needed.

	All resources/ training and support are reviewed regularly and changes made as needed.
What specialist services and expertise are available or accessed by the school?	Our SENCO has completed the National SENCo award. As a school we work closely with external agencies that we feel are relevant to supporting individual children's needs within our school including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), speech and language therapists, occupational and physiotherapist, social workers, educational psychologists and specialist advisory teachers. We have regular training for both teaching and support staff to address the needs of children in our school. If a child in school has a medical need then specific training from a NHS professional is provided.
How accessible is the school environment?	The school building is wheelchair accessible. The school has appropriate disabled changing and toilet facilities. We ensure that equipment used is accessible to all children regardless of their needs. Consistency across classrooms – a common approach to enable children to settle easily whichever classroom they are in. See Accessibility Plan on website.
How are pupils included in activities outside the classroom including school trips?	All children with SEN are able to access all of the schools activities. The school will assist individual children on a needs led basis. Parents are involved in planning activities and trips following meetings in school to help plan to consider what reasonable adjustments are necessary.
STAFF TRAINING	
What training have the staff supporting pupils with SEN had, or what are they expected to have?	The SENCO's job is to support the class teacher in planning for children with SEN. The SENCO has the National Award for Special Educational Needs Coordination. Staff receive SEN training depending on what is required for individual pupils.

TRANSITIONS	
How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?	<p><i>Nursery Transition</i></p> <p>We have close links with the local nursery providers and our staff visit nursery settings prior to children starting in our Reception class so that we can prepare for any specific needs a child may have.</p> <p>Children are invited to induction visits in the summer term. The Reception class teacher holds a Welcome Meeting in the summer term and then a further meeting in the Autumn term.</p> <p>Transition booklets are created for children starting school.</p> <p><i>Children moving classes</i></p> <p>For children moving between year groups and key stages we have several transition afternoons in the summer term. This allows the children to become familiar with their new teacher, classroom and class peers and routines. Staff will also meet to discuss their classes with the next teacher to ensure a smooth transition.</p>

	<p><i>High School Transition</i></p> <p>All children are invited to attend open days at their new school in the Summer Term. Additional visits to their new school can be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the Summer Term; the number of additional visits will depend on the needs of your child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with a statement or Education, Health and Care Plan, a more formal Transition Meeting involving all parties will be arranged.</p>
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FURTHER INFORMATION	
Who can parents contact for further information?	<p>The first point of contact for a parent if you want to discuss something about your child would be the child's teacher.</p> <p>Parents can also talk to the SENCO, Mrs. Lester, to discuss your child's individual needs or any concerns that they may have.</p> <p>Parents may wish to talk to the Head teacher Mrs Cottam.</p> <p>Parents can also talk to any member of staff.</p>