

**Local Offer**

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25. This is called the Local Offer.

This leaflet tells you a bit more about St Peter’s’ Local Offer and how we can support your child in order to reach their full potential.

**What is the Local Offer?**

The intention of the Local Offer is to improve choice and transparency for families.

The Local Offer must include information about the provision the Local Authority expects to be available for children and young people with special educational needs regardless of whether or not they have Education, Health and Care Plans.

**St Peter’s Local Offer**

A pupil is defined as having Special Educational Needs (SEN) if they receive provision which is **different from, or additional to, that normally available to pupils of the same age\*** (i.e. the core offer for the majority of pupils in the school).

**\*from SEND Code of Practice 2015**

They have been receiving this support, following a graduated approach, for over two terms (depending on Key Stage) and all indications are that they need this support to continue just to make academic / social / physical progress.

**How does the school Identify children with Special Educational Needs?**

* We have a system of rigorous on-going monitoring and regular assessments that track individual pupil progress and identify next steps.
* Observations and assessments are carried out by relevant staff at the school and by external agencies where required.
* Information gathered from previous schools or pre-schools, as well as from parents, teachers and outside agencies is used to inform and determine each child's specific needs.
* Close communication between the school/pre-school/parents and outside agencies is vital to our approach and we value and welcome others’ opinions and concerns.
* Nominated pupils in Reception are screened during the Autumn Term to assess the level of their speech and language development. If appropriate, children are quickly given a program of support to further develop these skills.

**How will staff at the school support children with special educational needs?**

* Mrs Finch (Special Educational Needs Coordinator - SENCO) monitors the effectiveness of SEN interventions and uses this information when planning additional support.
* Your child will be supported by the class teacher and other members of the team working in that particular class. The school is fortunate to have a team of long standing highly skilled support staff
* Your child will receive personalised targets to work on each term. These are initially planned by the class teacher and Mrs Finch, parents are then consulted and encouraged to adapt as they see fit.
* In all year groups, class teachers and support staff work alongside each other to deliver carefully planned interventions and programs of support.
* The St Peter’s Governors with responsibility for Inclusion will be involved and knowledgeable about SEN issues and developments across the whole school.

**How will the curriculum be matched to my child’s needs?**

* Following ongoing monitoring and regular assessments all work is appropriately adapted to match each child’s specific needs.
* Regular meetings to review children’s progress ensure that the individual needs of all children are met.
* Termly pupil progress meetings are held with the Headteacher and class teacher to ensure progress is carefully monitored and tracked. Adjustments to provision are made accordingly.

**How will I know how my child is doing and how will you help me to support my child’s learning?**

* Termly review of Individual Learning Plans (ILP) with the class teacher. ILP’s will have clear targets and strategies to focus on at home and in school.
* An open door policy where parents can discuss progress/issues/concerns with the class teacher and other staff.
* Mrs Finch welcomes the opportunity to meet with parents throughout the year.
* A range of communication links which may include school newsletters, class assemblies, open days, parent consultation evenings and an annual written report.

**What support will there be for my child’s overall well-being?**

* St Peter’s has a large team of Emergency First Aid trained staff. We also have two members of staff who are trained in Managing Medicines and Pediatric First Aid.
* A policy is in place for administration of medicines.
* All staff receive annual Safeguarding Training and we have three senior staff members who are Designated Members of Staff for Safeguarding.
* Trained Learning Mentor on site.
* Behaviour in the school is good, with staff and pupils mutually respecting each other.
* Children’s views are also sought and included in the decision making process. These are shared via the School Council and through pupil questionnaires.

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

The school has built excellent working relationships with a range of external agencies. When a specific need is identified, specialist services and expertise may be accessed through:

**Interventions:**

Precision Spelling: A intervention focusing on spelling common words using strategies appropriate for children with dyslexia

Socially Speaking: A program to support social communication skills

Lego Therapy: A group to support social and communication skills

Precision Teaching: to support reading and writing skills

Power of 2: Targeted Maths Intervention

Speech and Language groups

Zones of regulation: to encourage children to understand their feels and emotions and how to deal with these.

Narrative Therapy: to develop writing skills

SNIP Spelling Program (designed for dyslexic children)

NUMBOTS for essential number skills

Reading Eggspress – to aid comprehension

Sessions with the Learning Mentor: provide support and guidance to children and young people who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. Learning mentors help pupils overcome behavioural, social or emotional problems that are affecting their learning.

**Outside agencies regularly accessed by the school:**

* Autism, Social Communication Team (ASCT)
* Learning and Behaviour Team (LBAT)
* School Nursing Service
* Child and Adolescent Mental Health Service (CAMHS)
* Child Development Centre (CDC)
* Educational Psychology (EP)
* Occupational Therapy (OT)
* Social & Caring Services
* Speech & Language Therapy (SALT)
* Beacon House (specialize in dealing with trauma and attachment)
* Advisory Teacher for Adopted and Looked After Children – Virtual School
* Community Mental Health Liaison Team (CMHLT)
* Other appropriate agencies that may be currently available

**What training have staff supporting children with Special Educational Needs and Disabilities had or are currently having?**

* The school has a low staff turnover and therefore can offer pupils highly skilled, and experienced teachers and support staff.
* Staff are trained in the delivery of a variety of interventions to meet a wide range of individual needs.
* Key staff have been trained in the use of positive handling.
* Future staff training will be based on the needs of individual children.
* Learning Mentor, SENCO and Headteacher are trained in strategies to support mental health.
* All staff have received training on autism and the Zones of Regulation.
* The school received the Bronze Autism Aware Award in March 2019.

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

* All off-site visits require parental permission and full risk assessments are carried out. All risk assessments are overseen and approved by Mr Kolter (Headteacher)
* All residential visits are also approved by the Governors and sent to the Local Authority for approval.

**How accessible is the school environment?**

* The school is on one floor, making it easily accessible for wheelchair users.
* The school has a disabled toilet facility.
* Where necessary the school will engage the support of outside specialist services to support communication with parents whose first language is not English.
* The acquisition of specialist equipment and facilities will be negotiated with the Local Authority.
* The school has a Sensory Courtyard with equipment and activities to cater for Sensory Breaks, as required by SEND pupils.

**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?**

* Parent partnership and communication is vital to our approach and we value and welcome others opinions and concerns. Transition arrangements in joining St Peter’s are well planned and both child and parents are supported.
* Children joining in Reception are given many opportunities before starting school to familiarise themselves with the school and the Reception staff. The class teacher and SENCO, where possible, visit pupils in their Nursery setting. Clear communication with Pre-school staff, class teacher and SENCO ensure that transition arrangements are carefully planned.
* In some cases, where a child has been identified as having a SEN at Nursery, the WSCC Early Years Transition Team can assist.
* Children joining in other year groups may be offered a visit day before they start to familiarise themselves with the school.
* Due to these processes, there is an opportunity for early identification of SEN. Where appropriate, discussions with outside agencies will occur either prior to or upon entry to the school.
* Transition between classes and key stages is carefully planned. Where appropriate, photo books and individual projects are created.
* Transition meetings held between class teachers to ensure movement within the school is carefully implemented.
* Developing life skills is a key focus of the support for children with autism or social communication needs.
* Transition to secondary schools takes place in a similar way, with meetings between our staff and the receiving school’s SENCO and / or Year 7 Transition Coordinator. Enhanced pre-visit programs are offered by the local Horsham secondary schools. WSCC SENAT can also be called upon to advise.

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

Resources, including additional staff, are allocated in accordance with the specific needs of children at the school at any given time. Additional resources and specific equipment are budgeted for and additional grants from West Sussex County Council SENAT are always applied for if available / appropriate.

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

* The results of rigorous ongoing monitoring and regular assessments as well as observations and assessments carried out by specialist staff and outside agencies will be carefully scrutinised by the class teacher and Mrs Finch (SENCO). Parents will also be consulted.
* The class teacher and Mrs Finch will then make the decision about what type and how much support a child should receive.
* An Individual Learning Plan (ILP) will then be written and shared with the parents and the child.
* The impact of that support will be monitored through careful evaluation of any Special Educational Needs interventions and the continued monitoring and assessment of each individual child.

**How are parents involved in the school?**

* Decisions about the day-to-day organisation and management of the school are made by Mr Kolter (Headteacher) in consultation with senior staff.
* Parental surveys are carried out regularly and parents are encouraged to make use of the Ofsted ParentView website.
* In specific cases, the views of individual parents or groups of parents may also be sought.
* Parents are actively encouraged to make use of our ‘Open Door’ policy.
* Parents are encouraged to keep up to date with school events by checking the school website which includes a comprehensive calendar of events to which parents are invited.
* All parents automatically become members of the Friends of St. Peter’s School (FOSPS) and are encouraged to support the FOSPS Committee and become involved in fundraising and social events.
* Parent volunteers are actively encouraged.
* A Disclosure and Barring Service (DBS) check will be required, depending on the level of involvement.

**Who can I contact for further information?**

* In the first instance, speak to your child’s class teacher or make an appointment to speak to Mrs Finch, the SENCO.
* When considering a place at this school, prospective parents are asked to visit the school
* The school website will also contain useful information (<https://stpetersce.eschools.co.uk/>).
* For further information about children and young people with Special Educational Needs and Disabilities in the West Sussex area, have a look on this website:

<https://westsussex.local-offer.org/>