



St Peter's 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 he or she has a learning difficulty which requires special educational provision to be made for him or her. All pupils with SEN must have those needs addressed, via a broad and balanced education.

Identifying children with Special Educational Needs (S.E.N.)

- * The children at St Peter's are assessed on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum.
- * Children that are identified as being in need of special provision are then observed, monitored and assessed individually to identify any specific support that they may require.
- * Children entering the school either in Foundation Stage or other years are assessed by the class teacher and previous records and information are read and taken into account when identifying

individual children's starting points. A history of special needs will lay the foundations of the next steps in learning and identifying the areas of support required.

- * Information gained from previous schools or nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.

- * 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 Foundation Stage are given many opportunities before starting school to familiarise themselves with the school and the Early Years staff. Children joining in other year groups may be offered a visit day before they start to familiarise themselves with the school. Due to this process there is an opportunity for early identification of SEN.

- * Our Inclusion Manager will oversee individual support for pupils with additional special educational needs, and this will be implemented by our experienced and caring staff across the school.



- * Any member of staff working with individual children will be responsible and in a position to share information and achievement.



- * Regular training is available for all staff, as well as 'in house' training opportunities.
- * We have a trained Learning Mentor.
- * All staff are trained in Safeguarding Level 1, with two Designated Members of Staff for Safeguarding.
- * The St Peter's Governor with a responsibility for Inclusion will be involved and knowledgeable about individual children.
- * To support pupils with additional needs, regular meetings with parents, staff and outside agencies take place.
- * Every child is an individual and support will be differentiated to meet their needs, with regular reviews.
- * Behaviour in the school is good, with staff and pupils mutually respecting each other.

- * St Peter's has two fully trained First Aiders and a large team of Emergency First Aid trained staff. We also have two members of staff who are trained in Early Years First Aid. Two members of staff are trained to support diabetic children .



- * A policy is in place for administration of medicines.
- * St Peter's has a good professional relationship with a range of outside support agencies and services, including speech and language therapists, social communication team, inclusion advisory service, school nurses, as well as links with Social Care, community police force and educational welfare department.



- * Additional risk assessments are put into place for children with specific needs when planning trips or extracurricular activities.

* The main school building is accessible for wheelchairs. The school has a disabled toilet facility.

* Resources and specific equipment are budgeted for and alternative grants are always applied for if available.



* Parents, school staff including the Head Teacher, Deputy Head Teacher, Inclusion Manager and Governors and outside agencies are involved in decision making as to what is the best provision and support for individual children.

What to do if you are concerned your child has additional needs?

In the first instance, speak to your child's class teacher or make an appointment to speak to Mrs Cook, the Inclusion Manager.



For further information about children and young people with Special Educational Needs and Disabilities in the Horsham area, have a look on this website:

<http://compass-support.org/index.html>