

# St. Bridget's Catholic Primary School

## SEND Local Offer





	<ul style="list-style-type: none"> <li>• What will be their roles?</li> <li>• How are the Settings' Governors or Trustees involved and what are their responsibilities?</li> </ul>	<p>specialist support is given. All teachers and teaching assistants are qualified to work with children either in small groups or on a one to one basis according to their needs. This normally happens daily during lessons and children will receive further support on a 1:1 basis when necessary.</p> <p>The Governors of St Bridget's Catholic Primary School meet on a half- termly basis to review the needs and progress of special educational needs children. The school has a designated SEND governor (Mr Mark Newby) who evaluates the provision for SEN. He meets regularly with Mrs Taylor (SENDCo) and reports back to the governing body.</p>
<p>How will the curriculum be matched to my child's needs</p>	<ul style="list-style-type: none"> <li>• What are the settings approaches to differentiation?</li> <li>• How will that help my child?</li> </ul>	<p>Differentiation happens within each class and children are taught according to ability (particularly in Maths and English). Children who have learning difficulties are generally taught within their own year group with appropriate work set.</p> <p>We strive to make every child have a sense of achievement to promote self-confidence and engagement. We aim to help children to catch up so that they are working in line with the age related expectations for their year group. This is done initially through quality first teaching and then specific interventions either individually or in small groups. If these interventions are not successful then outside agencies will be contacted for support and advice with the permission of the parents.</p>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?</li>   <li>• How does the school know how well my child is doing?</li>   <li>• How will I know what progress my child should be making?</li>   <li>• What opportunities will there be for regular contact about things that have happened at the setting?</li>   <li>• How will you explain to me how his or her learning is planned and how I can help support this outside of the setting?</li> </ul>	<p>Children with special educational needs will have regular feedback through SEN reviews. Parents will be invited to discuss their child's progress and for new targets to be set. Parents will also be able to access two parent's evenings per year as well as the annual school reports. Parents are free to discuss concerns with the class teacher at any time.</p> <p>Regular assessments will be carried out in order that the school knows what progress the child is making. These assessments will be done in a number of different ways, through practical activities, tests, observations, through discussions and through work done in class. Teachers meet and discuss children's progress on a regular basis, The Head-teacher and Governors monitor attendance and behaviour.</p> <p>Progress of your child will be discussed with you at your child's review meeting as well as at parent's evenings and in the written annual report.</p> <p>Our school offers an open door policy to parents and all parents have regular access to teachers either face to face or via appointments made through the school office. Home-school reading diaries are also used.</p> <p>This will be done in a face to face discussion and also through the written individual School Support Plan. Parents will be given resources and strategies to help their child outside of school. The school organises a number of parent workshops during the year, these are advertised in the school's newsletter and provide useful opportunities about how to support your child's learning.</p>
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<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• How and when will I be involved in planning my child's education?</li>   <li>• What is the pastoral, medical and social support available in the setting for children with SEND?</li>   <li>• How does the setting manage the administration of medicines and providing personal care?</li>   <li>• What support is there for behaviour, avoiding exclusions and increasing attendance?</li>   <li>• How will my child person be able to contribute his or her views?</li> <li>• How will the setting support my child to do this?</li> </ul>	<p>Parents will be invited to early discussions to support the identification of action to improve outcomes, If the review of the action indicates support is required then the views of the parents and pupils will be obtained. Parents will be asked to help with their child's plan and will be invited to the review meetings.</p> <p>PHSE (personal, social, health and economic) forms part of our curriculum. We endeavour to provide pupils with the knowledge, skills and understanding to enhance their emotional and social knowledge and well-being. We operate a school nurture group run by trained and experienced Senior Teaching Assistants. Small group interventions are used to support pupil's well-being, resilience and interaction skills.</p> <p>Pupils with medical needs will be provided a detailed Health Care Plan. Parents/carers will be required to fill in the relevant paperwork to allow our trained staff to administer medication.</p> <p>We have a whole-school approach to behaviour management. We monitor attendance very carefully, if a child's attendance falls below 95% a letter may be written to the parents asking them to attend a meeting to discuss the issue if we feel it is becoming a concern.</p> <p>If the child is age appropriate their views will be sought, usually through the mediation of a trained adult. This will be done on a one to one basis and the views of the child recorded.</p>
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<p>What specialist services and expertise are available at or accessed by the setting?</p> <p>What training is the staff receiving or have completed to support children with SEND? <i>This should include recent and future planned training and disability awareness</i></p>	<ul style="list-style-type: none"> <li>• Are there specialist staff working at the setting and what are their qualifications?</li> <li>• What other services does this setting access including: health, therapy and social care?</li> <li>• Do any other services work closely or in conjunction with your service?</li> </ul>	<p>Every member of school staff has Level 2 Autism training. Two members of staff are reading intervention trained. These programmes are delivered by trained teaching assistants.</p> <p>The SENDCo attends the local termly SENCo forum. The Governor with specific responsibility for SEND has completed Governor training.</p> <p>Speech and Language Therapists, Specialist teachers for Autism, Behaviour therapists and Educational Psychologists visit when necessary to assess and plan support for targeted pupils.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> <li>• Is the building fully wheelchair accessible?</li> <li>• Are there disabled changing and toilet facilities?</li> </ul>	<p>Yes the building is fully wheel chair accessible.</p> <p>There is a disabled toilet but there are no specific changing facilities.</p>
<p>How will the setting prepare and support my child to join school or to transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> <li>• What preparation will there be for both the school and my child before he or she joins the school?</li> <li>• How will he or she be prepared to move onto the next stage (transition)?</li> </ul>	<p>A planned transition day is offered in the Summer term to support pupils starting school in September. Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. Home/school visits are carried out.</p> <p>The SENDCo meets with parents of pupils who are known to have SEND to allow concerns to be raised. If pupils are transferring settings, the previous school records will be requested immediately and a meeting</p>

	<ul style="list-style-type: none"> <li>• What information will be provided to his or her new school?</li> <li>• How will you support a new school to prepare for my child?</li> </ul>	<p>set up with the parents to identify and reduce concerns. The transition programme in place for pupils will provide opportunities for pupils and parents to meet staff in the new school.</p> <p>The annual review in Y5 for pupils with a statement of educational need or a EHCP begins the process where parents are supported to make decisions regarding secondary school choice.</p> <p>A planned and enhanced transition programme will be put into place for the child.</p>
<p>How are the settings' resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> <li>• How is the school's special educational needs budget allocated?</li> </ul>	<p>The budget is used to provide equipment, training, 1:1 teaching assistant's time to support the children with their special needs and disabilities.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> <li>• In the decision-making process who will make the decision and on what basis?</li> <li>• Who will be involved?</li> <li>• How will I be involved?</li> <li>• How does the setting judge whether the support has had an impact?</li> </ul>	<p>For pupils with SEN but without a statement of educational needs/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.</p> <p>For pupils with a statement/EHCP this decision will be reached in agreement when the EHCP is being produced or at an annual review.</p> <p>From targeted outcomes and evaluation.</p>