

St. Paul's Local Offer from Spring 2017

Question	Answer
How does the school know if a child need extra help and what should I do if I think a child may have special educational needs?	<ul style="list-style-type: none">• St Paul's has an open door policy; believing that frequent contact between staff and parents helps to identify concerns early and address issues as soon as possible. If children, parents or carers have concerns, school staff will be available to discuss those concerns and together the best plan of support will be developed. School may have observed a child's difficulties in accessing some aspects of their education. A child may have issues attaining an expected level and barriers to their learning may need to be explored, these maybe specific learning difficulties or general barriers to learning. There maybe social issues that may become apparent as the child is observed in school.• We have liaison with our feeder schools to share concerns, programs of support and to help open a dialogue with parents.
How will school staff support my child?	<ul style="list-style-type: none">• Pupils and parents together with Class Teachers, with the support of Teaching Assistants, will plan and implement the educational programme, with support from the school SENCo. The frequency of support will be decided by the pupil, parents and Class Teachers so that the best way of helping is found, this will be reviewed regularly by all those involved.• Teachers, with the support of the

	<p>Teaching Assistant and SENCo, will deliver the support and assess the impact on the education of the child. IEPs (Individual Education Plans – with specific, appropriate, attainable targets) will be drawn up to support the progress and attainment of the child.</p> <ul style="list-style-type: none"> • The School SENCo informs and updates the SEN Governors on a regular basis, they are invited to meet the children and view the support that school offers.
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Whenever possible, all children are included in class lessons and supported within class with tasks differentiated to a level appropriate to the child's needs. Some lessons take place in classes where the children share an ability level. Occasionally children are taught individually or in small groups for short periods if this is the most appropriate method of supporting their needs. • It is expected that all children will be happy, safe and reach their full potential and school will do whatever is possible to fulfill this expectation.
<ul style="list-style-type: none"> • How will I know how my child is doing and how will you help me to support my child's learning? 	<ul style="list-style-type: none"> • There will be regular opportunities to discuss your child's progress outside the normal reporting arrangements with the Class Teacher, Teaching Assistant or SENCo. Staff are available for discussion at the

beginning or end of the school day or by appointment.

- St Paul's prides itself on having an open door policy and encourages parents and carers to communicate any concerns as soon as possible.
- Children's IEP targets and outcomes will be shared and discussed with parents.
- School, with the involvement of parents, will constantly monitor the progress of children and adapt the ways they are taught if necessary, progress will be monitored through teacher assessment.
- School will keep parents/carers informed about the progress their child is making and how this compares to age expected attainment.
- School will give opportunities for parents and carers to have regular contact to facilitate a sharing of information about their child's activities, progress or issues.
- There will be regular opportunities for parents and carers to discuss the education of their child. This will include the planning and support within school and how this might be best supported by parents and carers at home.
- Parents and carers will be given the opportunity to discuss the targets set for their child. IEPs are reviewed and new targets set, where appropriate with the involvement of the pupil and parents, each half-term break.
- Education and Health Care plans will

	<p>be reviewed in accordance with the SEND Code of Practice.</p>
<ul style="list-style-type: none"> • What support will there be for my child's overall well-being? 	<ul style="list-style-type: none"> • The safety and well-being of all children at St Paul's is our number one priority. • St Paul's offers excellent safe guarding through its dedicated, well trained, staff who follow a stringent Health and Safety Policy. • St Paul's offers bespoke changing facilities. • An open dialogue is encouraged with pupils parents/carers and School staff to address any concerns as soon as they arise. • St Paul's strives to empower pupils with a child centred practice. • Children presenting with social and emotional issues are given support and counselling within school from our specifically trained member of staff.
<ul style="list-style-type: none"> • What specialist services and expertise are available at or accessed by the school? 	<ul style="list-style-type: none"> • The staff at St Paul's are experienced at dealing with and supporting a variety of issues. We constantly keep our skills updated and acquire new skills when the opportunities occur through training and professional development. • When we find ourselves faced with issues that we have no previous experience with we endeavour to either skill ourselves up to the task or seek professional advice from external agencies. • We have developed links with other schools in the area in order to share expertise, good practice and

	equipment.
<ul style="list-style-type: none"> • What training opportunities are available for the staff 	<ul style="list-style-type: none"> • St Paul's is a member of the Furness Inclusion Group of SENCo s and is able to access an ongoing program of training opportunities that are relevant and appropriate to current good practice. • St Paul's has staff on role who have a variety of specialist training and knowledge including; Reading Intervention, First Aid, Autism, Lifting and handling, Safe guarding and dyslexia to name but a few.
<ul style="list-style-type: none"> • How accessible is the school environment? 	<ul style="list-style-type: none"> • Our building is fully wheelchair accessible and we have two disabled toileting facilities, one with a changing table. • The school is equipped with carpets in classrooms to aid the auditory environment and blinds on the windows to ensure clarity of visual access. • We will endeavor to offer translation services for those whose first language is not English if so required.
<ul style="list-style-type: none"> • How will school prepare and support my child to join the school or to transfer to the next stage of education? 	<ul style="list-style-type: none"> • St Paul's is always keen to initiate communication between feeder schools and any secondary schools pupils might be moving onto well in advance of any projected transfer. Visits are arranged, meetings attended and information shared between parents/carers and all educational establishments. Parents/carers are encouraged to develop a dialogue with St Paul's staff, to air their worries and concerns and to become familiar with the staff

	<p>they will be meeting most often.</p> <ul style="list-style-type: none"> • We have induction days in the summer term for new pupils and support our Year 6 pupils in their induction to the secondary school of their choice. • When children move to a new school, St Paul's will offer an open communication in league with the parents/carers with the new establishment. The SENCo will endeavor to establish contacts between the new school and parents/carers and support any transfer.
<ul style="list-style-type: none"> • How are the school's resources allocated and matched to children's special educational needs? 	<ul style="list-style-type: none"> • Once a child's needs are assessed and the best way of supporting those needs are agreed between the child, the parents/carers and school, then support will be implemented. It maybe that the child is supported through differentiation within class, supported in a small group with similar needs or supported individually. Whatever the means of support, it will be offered with the consent and agreement of the child and the parents/carers. It will be delivered carefully, creatively and economically. • To ensure support is being effective it will be regularly reviewed by the child, parents/carers and the school to decide whether it should be maintained, adjusted, increased or diminished.
<ul style="list-style-type: none"> • How is the decision made about what type and how much support my child will receive? 	<ul style="list-style-type: none"> • Once concerns about a child are raised, by either the child themselves, parents/carers or the school, then the child will be assessed and their

	<p>barriers to learning identified. An initial level of support will be offered in school and progress monitored. If the support offered proves effective it will be monitored and maintained or adjusted as needs be. If this initial level of support is not seen to be offering the desired level of progress then further advice will be sought, with parental/carer consent, and the possibility of external professional advice used to devise a more appropriate plan of support. If after careful monitoring, and once again with the agreement of the child, parents/carers, then the school may apply for more support through a Health and Education Plan.</p> <ul style="list-style-type: none"> • The fundamental principle of offering the best possible means of support through open dialogue between the child, the parents/carers is at the heart of St Paul's SEND practice.
<ul style="list-style-type: none"> • What if I have a complaint about SEND in school? 	<ul style="list-style-type: none"> • We will do our utmost to listen to and address your complaint as quickly, sensitively and efficiently as possible. If this cannot be completed in school we will support you accessing the SEND IAS Service (formally Parent Partnership)