

Saint Winifred's Primary School Local Offer

1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs/Disability (SEND) And how can I talk to them about my child if I need to?

If you have concerns about any aspect of your child's education, the first port of call should be the class teacher. Class teachers are usually available at the end of the day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCo (Special Educational Needs and Disability Coordinator). Alternatively the School SENDCo can be contacted directly, via the email address provided below and she will arrange a meeting with yourself and your child's class teacher as needed.

2. How does the school know if children need extra help and identify children with special educational needs?

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on a pupil's general wellbeing, emotional or behavioural presentation, their progress compared to peers, or their profile against recognised characteristics of specific forms of SEND. Early identification is paramount, and therefore school staff can monitor the children's progress carefully on a termly basis through regular pupil progress meetings, led by the SENDCO and contributed to by the Head Teacher, Class Teacher, Teaching Assistants and outside agencies that work with your child.

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

If school or yourselves feel that your child needs to apply for an EHCP, documentation from the school of evidence of your child's attainment and needs will be sent to the local authority and they will make the decision on how much support your child will require. A child will have needed to have received at least 2 full terms of extra support, equivalent to 15 hours of specialist support. They will also have been referred to the school's Local Authority Educational Psychologist, who needs to write a supporting report.

Children who have been identified as having SEN and involved with outside agencies, are invited along with parents to 3 Child centered reviews, held each term. On occasion, children who receive support, from TAs, SENDCO, HLTA will also be invited to a longer, child centered review meeting. This provides an opportunity for both children and parents to communicate any concerns, discuss current and future provision and what is and isn't working well. A continual cycle of Plan, Do, Review is followed and communication between parents and staff is ensured through this process. As the SENDCO, Class Teacher and Headteacher are in attendance at the reviews, it is then ensured that the SLT (Senior Leadership Team) are proactive in allocating support staff to the individuals and Year groups that require it the most.

Saint Winifred's Primary School Local Offer

Where there are differences of opinion about the type of level of support provided, the advice of external agencies and Parent Partnership may be sought to support the decisions that are made.

Parents in Partnership Stockport (PIPS) is a group for parents and carers who have children or young people in Stockport with disabilities or additional needs. To find out how to access their services, please visit: <http://www.pipstockport.org/>

4. How will the school staff support my child?

The Class teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. A personalised curriculum may need to be provided for your child, depending on their needs and whether they are accessing the National Curriculum at the same level as their peers. Your child will experience different ways of teaching to enable her/him to be fully involved and motivated in their learning. This may involve things like using more practical learning or providing different resources amended for your child. The Class teacher will use specific strategies which may be suggested by the SENDCO or from outside agencies. Every child registered as SEN Support, will have a one page profile, that gives an overview of their needs and ways to support them. This will be accessible for all members of staff that work with a child with SEND. Some children may have a provision map but also a learning intentions map, if their needs are more far reaching than just 'academic'.

5. Who will oversee and plan my child's education programme and who will be working with my child and how often?

Individual Teaching Plans/Provision maps/Individual Behaviour plans (My Plan) are written by a variety of professionals depending on the needs of your child. These include Speech and Language Therapists (SALT), Occupational Therapists (OT), BSS (Behaviour Support Services) and Learning Support Services (LSS). Recommendations may also be made by the inclusion service, Sensory support service, Ethnic Diversity Service, Educational psychologists and ICT support. All plans are overseen by the SENDCO and supported by the class teacher. Children with specific needs may have a learning support assistant and they will work with and follow the requirements and recommendations of the plan.

Children and parents/carers will be involved in the writing of a child's school support plan, or provision map and targets will be reviewed and changed as needed at review meetings. Review meetings are very child centred and they provide an opportunity for children to celebrate their progress and have a say in their target setting and identifying their needs.

Our SENDCO organises three formal Review meetings a year, held each term. Outside agencies that support your child will be invited and class teachers and learning support

Saint Winifred's Primary School Local Offer

assistants also attend. These will be in place of the parent/teacher meetings that happen twice a year.

6. How are the school governors involved and what are their responsibilities?

The school has a designated SEND governor who over sees progress and provision. They are responsible for making sure that the school has an up to date SEND policy, making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. They also understand and monitor the support given to children with SEND in the school.

7. How will both you and I know how my child is doing and how will you help me to support my child's learning?

You will be invited along to three termly review meetings to discuss and evaluate your child's school support plan or provision map. All members of staff both from school and outside agencies will be invited to attend. These meetings will be in place of the 2 parent /teacher meetings held in the year.

Through continual assessments by your child' class teacher, learning support assistants and outside agencies, the school is able to track the progress of your child and this will be shared with you at the review meetings.

If appropriate and agreed by parents/carers, home school diaries are set up for every day communication, face to face conversation or phone calls will be made.

If you are seeking advice on training or support outside of school, you can contact the SENDCO, who can liaise with outside agencies on your behalf or ask at review meetings. You can also find information on the Stockport childcare and family information directory:

<http://www.stockport.gov.uk/atozindex/sendreform/localoffer/>

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

- School Nurse/Diabetic Nurse
- Education Psychologist Service Local Authority and Buy in from Priestnall High School.
- Speech and Language Therapy Service Local Authority and Buy in from Priestnall High School.
- Occupational Therapy
- Behaviour Support Service and Primary Jigsaw
- Stockport Sight and Sensory Support Service
- Learning Support Service and ICT support
- Social Services
- Virtual School Looked After Children Service

Saint Winifred's Primary School Local Offer

- Inclusion Service
- CARITAS Worker

9. How do you ensure that my child stays safe outside of the classroom?

Staff are available at the start and end of the day to ensure a smooth transition between home and school. At break and lunch, staff are on duty to support and monitor children with SEND. Sport coaches plan for and deliver tailored sessions to structure playtimes for children with additional needs. Older children take responsibility for the younger children by being 'special friends.' Risk assessments are completed for school trips and adult to child ratios are assessed to ensure that all children are adequately supervised and are safe. Meetings with parents will be arranged to discuss any concerns before the trip takes place. The same applies during outdoor PE lessons. All risk assessments follow procedures and guidelines as stipulated by Stockport LA.

10. What pastoral support is available to support my child or young person's overall well-being?

Our core mission is Caritas -love in action. All staff value and care for the whole child and support them wherever necessary. Work in RE and PSHCE covers topics such as bullying, e-safety, relationships and self-esteem. Children who have experienced loss (death, separation or divorce) can access our Rainbows programme. Further details are available on request from the Headteacher.

A lunchtime nurture group is held twice a week, where children can come into a designated classroom and play games with each other, be given the opportunity to take time out and talk if they so wish, about anything that might be upsetting them.

We are able to offer small group or 1:1 support for children with anxiety, self esteem and friendship struggles, through our Caritas Social worker. Support is available for parents and families also, through our family support worker. Further details are available on request from the Headteacher.

11. How will the school manage my child's medicine or personal care needs?

For children who have a personal care need, personalised toileting routine can be put into place if necessary. Children with medical needs are given an Individual Health Care Plan by the school nurse and staff follow guidelines and advice given. Regular training is given to all staff on administering and managing medicine for asthmas, diabetes and allergies. Information on a child's individual medical needs are also shared with supply staff and kitchen staff as and when necessary to ensure continuity of care.

12. What support is there for behaviour, avoiding exclusions and increasing attendance?

Saint Winifred's Primary School Local Offer

School rewards good behaviour and we focus on the positive. Rewards are given (such as smileys) to reward good behaviour and praise is used to raise self-esteem, self-confidence and encourage positive behaviour.

For pupils who need additional behavioural support, we provide a range of strategies to try to avoid an escalation of negative behaviours at difficult 'trigger points' through the day, such as time out to provide pupils with a designated safe place at a time of stress or anxiety. All staff are trained in using restorative approaches with children to address and resolve conflicts. Parents/carers are contacted and invited into school to discuss initial behavioural concerns. Support and advice can be offered by BSS (Behaviour Support Services) and in rare cases a child may be allocated a Behaviour Support Mentor. School may also involve a child and their families in the implementation of the 'Pastoral Support Programme' as part of the school's Behaviour policy.

13. How will the school prepare and support my child to join the setting, transfer to a new school or the next stage of education and life?

We liaise with your child's nursery where we visit and observe and meet their SENCO, Key workers and parents/carers. Where a child's needs are more complex, a few transition meetings may take place. Additional visits to our school can be arranged, prior to a child starting. All documentation is passed up to us to ensure smooth transition and continuity.

When a child transfers to a new school, their current class teacher or SENDCO will liaise with the new school and pass on all the relevant documentation.

As a child prepares to move onto secondary school, we can arrange extra visits to the new setting e.g. visits to Priestnall/ St Anne's and the SENDCO attends meetings with the Year 6 Teachers to inform Secondary staff of any relevant additional needs and concerns. All documentation of support received in primary school is passed on to the new setting. If a child has worries over secondary school or will need support in navigating themselves around a larger setting, a series of 'Transition' sessions can be arranged, usually delivered by either BSS or the Educational Psychology service.

14. Who should I contact if I am considering whether my child should join the school?

The Head Teacher- Mrs Annmarie O'Dwyer

headteacher@st-winifreds.stockport.sch.uk

15. Who is the SEN Coordinator and how can I contact them?

Mrs Catrin Burrows

Saint Winifred's Primary School Local Offer

sendco@st-winfreds.stockport.sch.uk