

**Our ‘Local Offer’ for Special**

**Educational Needs and Disability Policy**

**Reviewed by the Governing Body July 2022**

**Next Review by the Governing Body July 2023**

**Change log:**

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| **DATE** | **Change(s) made** | **Page in policy** | **By**  **whom** |
| 2/5/17 | Reviewed by Nick Buckland, Chair of Governors |  |  |
| 16/11/17 | Reviewed by the Governing Body |  |  |
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**Local Offer and SEN Policy**

**Introduction**

St Petroc’s is supported by the Local Authority to ensure that all children, regardless of their specific needs, make the best possible progress. We aim to be as inclusive as possible, with the needs of children with a Special Educational Need/s being met in a mainstream setting wherever possible, in the way families want this to happen.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DfE Feb 2013
* SEND Code of Practice 0 – 25 (Sept 2014)
* Schools SEN Information Report Regulations (2014)
* Statutory Guidance on Supporting pupils at school with medical conditions April 2014
* The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
* Safeguarding and Child Protection Policy
* Accessibility Plan
* Teachers Standards 2012
* Keeping Children Safe in Education 2022 (KCSIE)

**What is St Petroc’s SEN Offer?**

As the Children and Families Bill became law in 2014, local authorities 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 the “Local Offer”.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. A further key role for the Local Offer will be to inform the joint commissioning for children and young people with special educational needs and disabilities by setting out in a single place what is available locally.

**How does the setting know if children need extra help and what should I do if I think my child/young person may have special educational needs?**

At St Petroc’s we aim to be inclusive by working towards an ethos of quality first. Teaching and learning is of a high standard and our mission is to enable all children to access a broad and balanced curriculum, to foster independent learning and to develop lifelong skills. We believe that children achieve and learn best when they feel safe, healthy, confident and happy, therefore self-esteem and personal fulfilment are key factors in success.

For children who need extra support, work is differentiated (adapted to individual learning styles). At St Petroc’s we aim to secure early identification of children with additional needs and also to review and amend provision as required. There are several ways in which identification and information is shared about the additional needs of individual children.

**Identification and assessment**

Where children continue to make less than expected progress, despite high quality teaching targeted at areas of need, the Early Years Manager will assess whether a pupil has a significant learning disability. We accept the principle that child’s needs should be identified and met as early as possible.

We use a number of indicators and methods to do this:

* The analysis of information, including entry profiles, reading ages, and assessments.
* Parental concerns and experience.
* Teacher concerns and experience.
* Tracking individual children’s progress regularly in academic subjects.
* Communication with schools before transfer.
* Information from previous settings.
* Information from other services including specialist assessment and professional advice.
* The child’s own views.
* The Early Years Manager maintains a list of pupils identified through these procedures. This list is reviewed on an ongoing basis.
* For some children, more in depth individual assessment may be undertaken, using external agencies.
* Parents are encouraged to discuss their child’s individual needs with the class Teacher. This may, if considered necessary, lead to a separate meeting with the Early Year’s Manager to discuss next steps.
* At the start of each academic year, all pupils are assessed in Literacy & Numeracy.
* Parental visits throughout the academic year.
* All staff work closely with the Early Year’s Manager in communicating any issues affecting progress in learning.

**How will staff support my child?**

At St Petroc’s there are numerous ways in which children with additional needs are supported:

* Setting of aspirational targets so that all our children achieve the very best, with continuous review of their progress through tracking, academic mentoring and regular meetings.
* It is staff’s responsibility to meet the needs of all the pupils in their class, through differentiation, teaching styles, resources, organisation and identifying when a pupil may require some additional support.
* Whole school monitoring of literacy and numeracy.
* The classroom teacher will take responsibility for the daily provision for pupils and will be supported and advised by the Early Years Manager. The teacher will discuss with the parents any support that they think is needed, that is additional and different from what would normally be offered to pupils as part of usual practice.

The aim of the Early Years Manager is to support all pupils with additional needs. Our Equal Opportunities policy aims to increase participation of each child enabling them to receive an education that will provide the foundation for future success. To ensure this happens, St Petroc’s has an inclusive culture, which is secure, accepting, collaborative, stimulating and where everyone is valued.

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

Quality first includes adjusted plans and resources for individual children is the first step in responding to those who may have additional needs. This will enable all children to access a broad, balanced and relevant curriculum.

If a child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group. These groups may:

* Run in the classroom, including literacy, numeracy and social skills.
* Run by a specialist from outside the setting, such as a speech and language therapist or English as an Additional Language (EAL) specialist
* In some cases, a pupil will need to be part of a particular group that serves their educational needs.

Further specific support may also be provided through a “My Plan”, or through an Education, Health and Care Plan (EHCP). This means the child will have been identified & assessed as needing a particularly high level of individual or small group teaching.

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

St Petroc’s sees it as a priority to maintain effective communication with Parents/ Carers and staff are all involved in ensuring effective and regular communication regarding a pupil’s progress and welfare. There are many ways in which learners with additional needs are supported, including:

* Parent/Teacher evenings
* Outside services involved with some children provided with reports and information about attainment and expected progress for health based needs, such as speech and language or physical development
* If a child is identified as needing an individual Education, Health & Care Plan (EHCP) to support their education, parents will be involved in helping the setting to create this. This will be followed by reviewing “next steps” & targets at regular intervals, usually three times a year in light of their Progress Review.

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

Trained first aiders are available in the setting. If a pupil requires medication to be administered in the setting then the trained staff is available for advice. If a child has specific medical needs (e.g diabetes) there will need to be an assessment to ensure appropriate support & recognition of needs required. A SEND Health plan will then be put into place & reviewed annually.

**What training have the staff supporting children with SEND had, or are having?**

Training and support is offered for staff based on the needs of the pupils within the setting. Staff are trained if they are supporting a pupil with a more specific need, such as those with auditory or visual impairment. We have good connections with other local s and enjoy sharing good practice.

**How will my child be included in activities and visits outside the classroom?**

Risk assessments are carried out for activities and visits outside the classroom and reasonable adjustments will be made where required. Where needed, the risk assessment will include a meeting with parent/carers as well as taking account of any medical advice. When choosing the destination of these activities and visits we will take into account the needs of all children. On some occasions a member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.

**How accessible is the environment?**

St Petroc’s is aware of the access needs of SEND children on roll, and adaptations to the environment are made accordingly

For more information:

See the [DDA legislation and the School Disability & Equality Policy](about:blank)

Other related policies include:

* Equal Opportunities Policy
* Ethos and Aims Policy
* Disability Policy

**How will St Petroc’s prepare and support my child to join the setting, transfer to a new school or the next stage of education and life?**

We recognize that transitions for a pupil with additional needs will need careful planning and take steps to ensure that any transition is as smooth as possible. If a pupil is moving to another school:

* We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for the pupil.
* We will make sure that all records about the child are passed on as soon as possible.
* Children with an Education, Health & Care Plan (EHCP) will have an enhanced transition programme personalized to their needs. Transition starts as soon as we know the child is joining or leaving. Communication between all parties is vital in ensuring as much information as possible is shared between the child, parents and staff from both schools.

A range of methods, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them to understand moving on, it will be provided for them.

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

The setting’s budget includes money for supporting pupils with SEN. The setting will use its SEND funding in the most appropriate way to support the child. This support may include some individual or small group support, but this will be monitored through the young persons’ Education, Health & Care Plan (EHCP). The funding may be used to put in place a range of support strategies depending on the needs of the pupil. SEND funding may also be used to purchase specialist equipment or support from other specialist support services etc.

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

Once a potential SEND is identified, a cycle of ‘assess, plan, do and review’ will be put in place. These actions form part of a process through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what helps the pupil make good progress and securing good outcomes. This process always includes parents/carers and the young person.

If it is agreed to make a proposal for an Education, Health & Care Plan (EHCP) then application will be made to Plymouth, Devon or Cornwall LA, depending on the home address.

**How are parents and carers involved? How can I be involved?**

It is our aim that St Petroc’s works in close partnership with parents/carers and maintains regular and purposeful communication.

**How can I access the policy?**

* By getting in contact with the Early Years Manager
* By looking at our website (www.stpetroc’s.com)
* In our prospectus

Or by getting in touch with:

**Cornwall Council Special Educational Needs Assessment and Provision Team**

SEN Assessment and Provision Team

3rd floor, West Wing

New County Hall

Truro

TR1 3AY

Telephone: 01872 324242

Email: specialeducation@cornwall.gov.uk

If you are considering applying for a place at St Petroc’s and your child has special educational needs or a disability, then the first action to take is to phone the setting and arrange an initial visit with the Early Years Manager.

**An invitation for feedback**

This Offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please contact the Early Years Manager.