



ST PHILIP'S CE PRIMARY SCHOOL

Special Education Needs and Disabilities (SEND) Information Report (Local Offer)

<p>What is the local offer?</p> <p>Welcome to The Local Offer</p>	<p>The Government Green Paper (March 2011) introduced the local offer as a way of providing parents and families with an overview of what is on offer to support children and families with Special Educational Needs (SEN). Local Authorities must publish a local offer setting out the provision they expect to be available across education, health and social care for children and young people who have Special Educational Needs or are disabled.</p> <p>See: www.wigan.gov.uk/sendlocaloffer</p> <p>Additional information about what St Philip's can offer families with SEN can be found in the school prospectus and the SEN policy.</p>
<p>What will it do?</p> <p>Raising Expectations ~ Changing Lives</p>	<p>The local offer, provided by the local authority, gives information for parents and carers on what services are available to support their family and how to access them. With regards to education, it provides information about how schools and colleges across the borough can support them.</p>
<p>How does St Philip's school know if my child needs extra help?</p> 	<p>In line with the Code of Practice 2014, St Philip's has a graduated approach to SEN.</p> <p>We work closely with our children and parents/carers and know that a child needs additional support if:</p> <ul style="list-style-type: none">  A teacher, parent/ carer or child raises concerns  A child is making little, or no progress.  There is a sudden change in the child's ability, progress or behaviour. <p>If a child needs extra help or a parent/carers has any concerns, the class teacher is the first point of contact.</p>
<p>What should I do if I think that my child may have special educational needs?</p> 	<p>The first point of contact is the class teacher. They will then put provision in place to address any issues.</p> <p>If differentiation or additional support in class does not benefit the child, then St Philip's Special Educational Needs Coordinator (SENCo), Mrs Linney, will advise and, in consultation with parents/carers, it may be deemed necessary to seek more specialist advice from external agencies and a referral may be needed. It is the role of the SENCo to oversee any provision that may be needed for SEN children, offer advice and training for staff, monitor and assess children to ensure that their needs are met. Every teacher is a teacher of SEN children and the SENCo, teachers and parents/carers share responsibility for the progress and well-being of all children.</p>
<p>How will school staff support my child?</p> 	<p>If your child has been identified as having a SEN, then an Individual Education Plan (IEP) will be planned by the class teacher in consultation with the child and parents/carers. This will be personal to each child's individual needs, stating what support is needed and it will be reviewed and discussed with parents/carers regularly.</p> <p>In addition to this, the school's SENCO, Mrs Linney, will monitor the child's progress and liaise with teachers, parents/carers and any external</p>

	<p>agencies that may be involved, to ensure that the school is meeting the child's needs.</p>
<p>How will the curriculum be matched to my child's needs?</p> 	<p>When a child has been identified as requiring additional support, work will be differentiated, in order to meet their own personal needs.</p> <p>Teaching assistants (TAs) may work with children on a one to one, or small group basis, as well as the teacher, to target their needs.</p> <p>Interventions may be planned, where lessons are delivered in small group and are in addition to normal lessons.</p> <p>All children with SEN will have an IEP, which will clearly state any changes that are needed to the curriculum.</p> <p>Specialist equipment that is required will also be provided by the school.</p>
<p>How will both you and I know how my child is doing and who will help me to support my child's learning?</p> 	<p>You will be informed about progress during IEP meetings and parents' evenings. This is also a good time to discuss strategies and ideas that can be used at home to support your child's learning.</p> <p>In addition, each child has a planner that is checked daily by teachers and is a very effective way of communicating.</p> <p>The class teachers are available for a brief update at the end of the day and appointments may be made at your request.</p> <p>Appointments with Mrs Linney are also available and, if any external agencies are involved, home support is often provided and discussed with you.</p>
<p>What support will there be for my child's overall wellbeing?</p> 	<p>The school offers a wide range of pastoral care, such as having members of staff readily available to discuss any issues and concerns. We also have access to a counsellor who visits school regularly.</p> <p>As a Church school, we have strong links with the Church community and deliver a holistic approach to education, strongly promoting a Christian ethos.</p> <p>If a child is experiencing emotional or behavioural difficulties, then an individual behaviour plan (IBP) will be drawn up, which will identify what support is needed. This likewise will be reviewed regularly with parents/carers.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p> 	<p>The school SENCo, Mrs Linney, as well as having a degree in Psychology, has completed the National SENCo Award and attends training regularly to keep up to date with developments. The school buys into the Educational Psychology Service and also has support from the Targeted Educational Support Service (TESS).</p> <p>Other agencies may be called upon when more specialist advice is required, such as:</p> <ul style="list-style-type: none">  Speech and Language Service  Occupational Health  Schools' Outreach Services  School Nurse Team  Social Services  Physiotherapy Services  Behaviour Support  School Welfare

<p>What training are the staff supporting children with SEND had or are having?</p> 	<p>St Philip's believes strongly that learning is a journey that never ends and bases staff training as a fundamental part of school life. Some of the recent training includes:</p> <ul style="list-style-type: none">  Positive Handling  Dyslexia Awareness  Using Social Stories  Autism Training  Cool Club (Fine Motor Programme)  First Aid
<p>How will my child be included in activities outside the classroom, including school visits?</p> 	<p>Activities and school visits are available to all.</p> <p>Risk assessments are carried out before any visit and staff numbers are planned accordingly.</p>
<p>How accessible is the school environment?</p> 	<p>Our school is fully accessible to all. We have a disabled toilet and wider doorways in some parts of the building. We have a wheelchair ramp to the school hall.</p> <p>We are happy to discuss any individual needs and requirements.</p>
<p>How will you prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p> 	<p>We ensure strategies are in place to enable the pupils' transition to be as smooth as possible.</p> <p>There are induction events during the Summer Term for all new entrants to EYFS. In addition, home visits and/or nursery/playgroup visits are made, with the SENCo arranging additional visits for children identified as having SEND, as well as meetings with you and any other agencies that have been involved with your child. If your child is moving to another school, we will ensure that all relevant information is forwarded.</p> <p>When moving classes, every child will spend time with their new class teacher in their new classroom in July, thereby enabling children to become familiar with their new teacher and the change in physical environment. Information regarding your child's additional needs will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher at which IEPs will be discussed.</p> <p>When children are preparing to transfer to High School, additional visits are made and in effective liaison takes place between SENCos, so that all relevant paperwork is passed on and all needs are discussed and understood. The SENCo from the High School will be invited to attend the Year 6 Review Meeting.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The SEN budget is carefully managed. Mrs Linney, in consultation with the School Business Manager, Mrs Hadfield, assigns monies to children, depending on each child's individual needs. This is done through careful identification and monitoring in addition to conversations with staff and parents/carers, as well as advice from other agencies.</p>



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



These decisions are made with the class teacher, parents/carers and Senior Leadership Team. Decisions are made following careful monitoring of progress and assessments and advice from outside agencies. Some children require specific support for a short amount of time, whilst others require support over a longer period of time. If additional support is required that is beyond the school budget, then it may be necessary to apply for additional support through an Education Health and Care Plan (EHC). This will involve gathering information about the child from various agencies and an application will then be submitted to the Local Authority, who will then decide upon the support needed.

How will my child's voice be heard?



We value and celebrate each child being able to express their views on all aspects of school life, encouraging children to talk to adults and to talk to their peers. Children are actively involved in setting targets on their child friendly Individual Education Plans (IEPs). Children with a statement/EHC complete their pupil views and discuss them as part of the annual review meeting. We have a School Council, where class councillors lead regular meetings within their own classrooms, so all children get the opportunity to voice their ideas/ concerns about school issues. A number of children are involved with the Eco Committee, at which they discuss environmental issues, whilst others serve on the Road Safety and Health and Safety Committees. Older children take responsibility as Play Leaders and 'Buddies'.

How are parents and carers involved in the school? How can I be involved?



Parental involvement and support is crucial to school life and is valued and welcomed here at St Philip's. We have an open door policy for suggestions and consult parents/carers annually through our parent questionnaires. We also hold more formal events, such as parents' evenings and meet the teacher meetings and have a proactive parents' association (FOSP), where everyone is welcomed. As part of our Church family, we have regular visioning groups and parent representatives on the Governing Body. We are held in high regard within the community and many of our parents volunteer their skills by helping in school.

Who can I contact for further information?

Useful websites for additional information:

-  Council for Disabled Children (CDC) (external link) - Fact sheets, films and posters designed to help parents, carers, children and young people understand some of the key themes of the new reforms including EHC plans, Post-16 support, the Local Offer and making decisions
-  SEND: guide for parents and carers (external link) – GOV.UK
-  SEND Information, Advice and Support Service (SENDIASS) Postal Address: Wigan Special Educational Needs and Disability – Information,



Advice and Support Service, Wigan Council, PO Box 100, Wigan, WN1 3DS 01942 486136
British Dyslexia Association <http://www.bdadyslexia.org.uk/>
The National Autistic Society <http://www.autism.org.uk/>
Dyspraxia Foundation <http://www.dyspraxiafoundation.org.uk/>

What to do if you are not satisfied with a decision or what is happening.



Your first point of contact is always the class teacher, then the SENCo/ Deputy Headteacher (Mrs Linney), Assistant Head Teacher (Mr Lysons) or the Headteacher (Miss Rigby).

Explain your concerns to them first, however if you are not satisfied that your concerns have been addressed then ask for the school Governor representative. If after this, you do not feel the issues have been resolved, we will arrange a meeting with the Chair of Governors, who can be contacted via the school.

If your concern is with the Local Authority, contact:

Wigan Council
Waterside House,
Waterside Drive,
Wigan,
WN3 5AZ
01942 486225