



## Alice Ingham RC Primary School

### Local Offer

2013-2014



Our intention at Alice Ingham RC Primary School is to improve choice and transparency to enable families to make informed choices and have greater control over services they wish to access. Our aim is to set out a local offer of services for children with Special Educational Needs and/or disabilities and their families.

#### How do we identify pupils with Special Educational Needs and/or disabilities (SEND)?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the child's behaviour or progress.

If you think your child may have special educational needs then:

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have concerns then contact Miss Ratcliffe (SENCo) or Mrs Joynes (Headteacher).

#### How do we support children with SEND?

- Each pupil's education programme will be tailored to suit their needs and level of ability. This may be achieved through the work that is set or through the support of the teacher or teaching assistant in class.
- Members of staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN: - specific learning difficulties; Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and

emotional difficulties.

- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set accordingly in the area of need. These will be monitored by the class teacher, reviewed and monitored by the SENCo and discussed with parents.
- Learning mentor support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class.
- Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate.
- Tailored intervention programmes delivered by teaching assistants to support specific literacy and numeracy difficulties.
- Intervention from the Targeted Family Support Service for children and their parents/carers on referral, delivered both in school and in the home.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.
- On site Speech and Language Therapist, delivered 1:1 for specialist support and group work for specific social interaction support.
- School based family support worker who work with individual families to promote positive behaviour management strategies to support families at home and at school.
- We work closely with Rochdale Additional Needs Service (RANS) to give advice and provide specialist support for children.
- Pre-teaching of new concepts and vocabulary to enhance learning.
- Use of interactive whiteboards.
- Regular access to computers.
- Provision of specialist equipment, e.g. an electronic lift for children with physical difficulties to promote independence and integration.
- Provision of individually tailored visual support packages for specific children including individual timetables and behavioural

cue cards.

- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, colourful semantics folders and table top writing packs containing finger spacers, phonics sound mats and high frequency word lists.

#### How do we assess pupil's progress?

- We check how well a pupil understands and makes progress in each lesson.
- We collect evidence towards targets on IEPs to check whether a pupil is meeting their individualised targets.
- We regularly hold pupil progress meetings to ensure each child is making good progress.
- We use P scales and PIVATS to assess progress for children who need targets that are broken down further than the targets set out in the national curriculum.

#### How do we involve parents?

- You will be able to discuss your child's progress at Parents Evenings.
- Your child's class teacher will be available at the end of each day if you wish to discuss any concerns with them.
- IEPs are discussed and reviewed with parents on a regular basis.

#### How do we support a child with a medical need?

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

#### What training have our staff received?

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.

- How to support pupils to develop phonic skills

Mrs Joynes (Headteacher) and Miss Ratcliffe (SENCO) have gained the qualification 'National Award for Special Educational Needs Co-ordination.'

#### How do we include all children in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put into place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent/carer may be asked to accompany their child during the activity.

#### How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into the school building making it accessible to all.
- 1 toilet adapted for disabled users.
- An electronic lift connecting two floors of the building.

#### How will pupils with SEND be prepared and supported when transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions with receiving schools prior to the pupil leaving.
- All pupils attend a Transition session where they spend some of their time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Miss Ratcliffe, the secondary school SENCo, the parents/carers and where appropriate the pupil.

#### Who can I contact for further information?

If you wish to discuss your child's educational needs then please contact the school office to arrange a meeting with the SENCo.