



St Peter and St Paul Catholic Primary School

SEND Local Offer

The local offer, provided by St Helens local authority, shows all of the services available to support a child who is disabled or has special educational needs, and their family. We consider a child to have a special educational need or disability if they have a long-term difficulty or need that requires ongoing attention throughout their schooling. Support might be from school, from St Helens local authority or from a variety of education, health or care provision.

Identifying a child's needs

When a child joins us, our Reception teacher carries out a "baseline assessment". This includes academic, social and emotional standards. Assessments, to monitor progress, take place throughout the time spent in school. These records help the class teacher, in conjunction with the Special Needs Co-ordinator, parents and senior leadership, to recognise issues that may become concerns.

Day-to-day learning

We provide high quality teaching and learning experiences for all of our pupils. Children experience whole-class, group and individualised activities. Some children will also have one-to-one or small group teaching with a supporting adult, in addition to, or instead of, class activities. This means that learning is tailored to a child's specific needs. We aim to include all children in the community of their class, while following individualised learning paths.

Extra-curricular activities

We aim to include every child in all the activities of their class, both within and outside of school. Where necessary, we provide extra support to encourage full participation by every child. and parents are fully-informed as to the trips and activities open to every child. We risk assess activities to enable all children to take part.

Communication with parents

We share general information about the whole school using our weekly printed newsletter. This can also be viewed on our website which also contains more detailed information, such as many of our policies. Information to do with a class or smaller group is often sent in a letter only to those involved. We share information of a more individual nature in a variety of ways, such as an informal chat at the end of the school day or a telephone call. We use a reading book log for all children and use home-school books, where appropriate. We hold regular parent consultation meetings and send a written report to parents at the end of each year. Parents of a child with an IEP should expect a meeting with the class teacher twice a year. Children with an EHCP will have an annual review meeting with the SENCo and other professionals involved with the child.

We welcome parents to share any concerns immediately with a relevant member of staff.

Support for a child's overall well-being

We are very aware that when children find school work challenging, it can be very draining and disheartening for them, and their self-esteem may well suffer in due course. With this in mind, we ensure that we monitor children's overall well-being beyond the academic.

- We ensure that each child is supported socially and pastorally by staff who know them well.
- We have experienced teaching assistants who provide care as well as academic support.
- We provide a wide range of activities that support social and emotional development such as school visits and community links
- Our trained staff are able to administer medication if a child has defined medical needs.
- We have trained first aiders. One is present on school trips.

- Our curriculum contains a social and emotional development programme.
- We have a health care plan for each child in need of one.
- We have a calm, caring and secure atmosphere.
- We address a child's behavioural issues in school and give advice to support their parents at home.
- We refer to our Education Welfare Officer if appropriate

Children with some higher level needs

Our SENCo holds regular meetings within school and with agencies from outside school. Here we are able to check that each child is receiving all the support appropriate to their particular need. We employ specialist staff to educate and care for a child with specific needs. Staff are regularly updated in how to identify and support a child with specific difficulties. We draw on a wide range of services such as:

- Speech and language
- CAMHS
- Educational Psychologist
- Behaviour Support
- LASCS
- Early Intervention
- Social Services
- Paediatricians
- School Nurse

Staff training in supporting children

All staff regularly receive general information about issues which could arise for children. A number of our staff are always up-to-date in First Aid training. Our SENCo attends St Helens LA courses and shares content with other staff. Staff work within the Team-Teach framework. This considers attitudes, skills and knowledge that facilitate environments free from fear and safe from harm. Our SENCo provides in-house training as needs arise, such as how to develop IEPs, or how to support a particular child or group of children. External specialists provide training as needs arise. For example the Behaviour Support Team has previously covered social and emotional needs, ADHD training, and Team-Teach training. Individual teachers and support staff do occasionally attend courses that are relevant to the needs of a specific child that they work with.

Accessibility of our building and grounds

Our ground floor is accessible by wheelchair. This includes the hall, dining area, toilets and infant classrooms. The first-floor junior classrooms are reached via stairs. There are facilities for disabled changing and toilets which can accommodate a wheelchair and support a person with a disability.

Joining us in Reception

We encourage parents to visit us with their child beforehand to meet their new teacher see their new surroundings. We visit pre-school settings in order better to understand the background of a new child. We collect and analyse records so that we can match a child's needs from the start. A member of our Senior Management Team is able to show parents and child around school and be available to answer questions.

Joining us in later years from another school

We contact the previous school to ensure a smooth transition. The previous school must pass on basic data to us and will ask for the parents' permission to send academic, social, medical and other records.

Moving at the end of year to the next class in school

All information is passed on to the new class teacher in advance. Children have transition visits to meet their new class teacher and become familiar with their new classroom. The SENCo will speak specifically to the class teacher about your child's needs and issues before they move.

Moving to another school

This is usually when our year 6 move to high school. We have to send basic data to the school that a child transfers to, and will ask for the parents' permission to send academic, social and other records. A child will usually visit their new school. Occasionally staff from the new school will visit us.

How resources are allocated and matched to special educational needs

Classes have additional trained support staff as well as an experienced teacher. The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on each child's needs. Additional provision may be allocated at pupil progress meetings if a concern has been raised by the class teacher. It might be in the form of physical resources, signposting to outside agencies or extra staffing, depending on circumstances.

How decisions are made about the support a child receives

The Headteacher initially decides on levels of support, based upon meetings with the parent and staff in school, and taking into account available assessment data, resources and funding. Appropriate external agencies are sometimes contacted for additional advice.

Appendix 1: Contacts and information

SENCO	Ms Keeley Tunstall
Headteacher	Mr Michael Mainwaring
Deputy Head	Mr Paul MacKenzie
Safeguarding	Mr Michael Mainwaring & Mr Paul Mackenzie
Pastoral	Ms Sophie Flaherty
School Office	Mrs Julie Moosbally (01744) 678640 stpeterpaul@sthelens.org.uk

Information, advice and support for children with special educational needs and disabilities

*St. Helens Council
Contact Centre,
Wesley House,
Corporation Street,
St Helens,
WA10 1HF
Telephone 01744 676789 (Monday to Friday 9am – 5pm)
Minicom 01744 671671*

Appendix 2: Acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
BESD	Behavioural, Emotional, Social Difficulties
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Services
COP	Code of Practice
DfE	Department for Education
DLA	Disability Living Allowance
EBD	Emotional and Behavioural Difficulties
EWO	Educational Welfare Officer
FE	Further Education
HI	Hearing Impaired
ICT	Information and Communication Technology
IEP	Individual Education Plan
LA	Local Authority
LD	Learning Difficulty
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PD	Physical Disability
PMLD	Profound Multiple Learning Difficulties
PPS	Parent Partnership Service
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
RA	Reading Age
SA	Spelling Age
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SENCo	Special Educational Needs coordinator
SEND	Special Educational Needs and Disabilities
SLD	Severe Learning Difficulties
VI	Visual Impairment