

Special Educational Needs and Disabilities
St Bridget's CE Primary School – Local Offer & Information Report.

To assist parents in the very important decision of choosing an appropriate school for their child, we have put together some information about the provision that we offer for children with Special Educational Needs and Disabilities at St Bridget's CE Primary School.

We hope that the following information will be helpful to parents when making a choice. We would always encourage prospective parents to contact the school to arrange a visit to talk to members of staff and view the provision at our school. Parents know their child best, and will be able to get a feel for whether our school will be the right place for their child to grow and learn.

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

Teachers and Teaching assistants are well trained and experienced to detect any concerns they have about a child's learning. They carry out regular assessments which informs internal tracking and is analysed at pupil performance review meetings, any child that may have special educational needs are identified by the teaching staff and headteacher. If a parent/guardian believes that their child has special educational needs, or has any concerns about their child's progress, then they can contact the class teacher or headteacher and we would be happy to talk to you and investigate further. The school will then identify next steps for that child through discussion with the parents and observations and assessment of the child. Other agencies and referrals would only be made if parents, teachers and the Special Educational Needs and Disabilities Coordinator (SENDCo) felt it was necessary.

How will school staff support my child?

If your child has special educational needs then their class teacher and the Special Educational Needs & Disabilities Coordinator (SENDCo) will plan their individual education programme (IEP). The teacher will be responsible for assessing your child and reporting progress in order to plan next steps along with the SENDCo in a review meeting. The class teacher will report the progress your child is making to the headteacher in pupil performance review meetings every term. You as parents/carers will be informed of this every step of the way. Depending on your child's needs The teacher, or highly trained and skilled teaching assistants may work with your child. The SENDCo in school has an overview of all Education And Healthcare plans and ensures these are regularly reviewed as well as holding annual reviews with parents and other agencies. Governors receive an anonymised report from the SENDCo so that they are informed of progress of pupils with a special educational need or disability.

How will the curriculum be matched to my child's/young person's needs?

We feel it is vital that all children achieve and feel successful in a happy safe environment, so we adapt the curriculum to suit the needs of all learners. Although we are an inclusive school there may be times when children who need extra practice or support in maths and literacy may be put into target groups for intervention programmes or receive one to one work with a Teaching Assistant. This can help a child grow in confidence and give them the skills they may need to access the rest of the curriculum successfully with their peers.

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

Generally parents are able to view their child's work and talk about their progress at our Parents' Evenings held twice a year. However if a parent wants to discuss their child's progress with the class teacher in the meantime they can make an appointment to see the teacher after school at any time during the school year. Equally the Headteacher is always available throughout the day

or after school. Parents' views are also sought in Early Years Foundation Stage each term and advice can be given to help you support your child at home. In Reception, Reading, Writing and Maths Workshops are held annually for parents to show how children develop in these areas and suggestions for activities to do at home are offered. Letters and targets are sent home at the beginning of the year for parents to be aware of what their child is expected to know by the end of the year, they also offer ideas on home activities to help their child achieve these targets. Other ways in which parents share information about their children are -In Nursery we have the WOW walls where parents can celebrate their children's achievements and the rest of the school have reading diaries and celebration assembly.

If your child needs medication during the school day then you must share this information with the class teacher. You will be asked to complete a Health Care Plan (for long term illnesses) and/or a permission form to allow your child's teacher to administer the medication. Please check the date on the medication as it is your responsibility to ensure that it is replaced once the medication has expired.

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

Our Christian ethos ensures that all children are included and cared for whatever their individual needs. We ensure that pastoral and social support is available and all members of staff are trained in first aid and safeguarding. All staff members attend training regarding any specific special educational needs or disabilities as they arise.

The behaviour and safety in the school is good and the staff have high expectations. Any attendance and behaviour concerns are discussed in conjunction with the headteacher and parents will be invited into school to plan ways in which we can work together to improve this. Pupils can contribute their views in class or during assemblies, and pupils with SEND will have a named worker with whom they can share their opinions and ideas..

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

Mrs Steele is the SENDCo at St Bridget's CE Primary school. Mrs Taylor is the Governor for responsible for SEND and can be contacted via the school office.

The school has good relationships with a range of agencies and calls on professionals from these agencies to help deliver specialist care. These agencies include speech therapists, occupational health, social care, school nurse and health visitors. Outside Specialist help is also sought where needed, be it for social, emotional or behavioural concerns through counsellors, social services or family workers.

What training is the staff receiving or have completed to support children with SEND?

Our SENDCo has a Masters degree in Special Educational Needs and all staff are proactive in their approach to training regarding children with SEND. For example, staff have completed training on ASD, Reading and Maths Intervention, Emotional Coaching, Attachment Disorders, ACERS, Dyslexia, Epipen and Diabetes and use the knowledge and skills to care for children with SEND.

How accessible is the school's environment?

The building is wheelchair accessible with a ramp to the main playground. We also have a disabled toilet which can be used by the community. Our Accessibility Plan is available on our website or by request at the main office.

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

In year, new pupils to the school are invited to come and visit the school, and then a plan for transition is agreed with the parents.

Prior to starting Nursery, families will have home visits and visit to nursery days where your child's needs can be discussed. As your child moves up into school there will be parents meetings and transition days for the children to get to know their teacher. We also have strong links with Cockermouth School, so transition to key stage three is managed over as long a period as is needed.. Children have planned visits to secondary school for sport, from as young as Year 1 so they can become familiar with the secondary school setting. The staff from secondary school also visit our school to spend time with the children when they are in Year 6. Children with special educational needs and disabilities have extra planned visits in the summer term prior to their move, their needs are also discussed with Yr7 SENDCo present at the Stage Transfer Review in Year 5 and the Head of Year 7 in the summer term meeting..

How are the school's resources allocated and matched to children's special educational needs or disabilities?

Provision mapping ensures that all children with special educational/disability needs receive support where needed, this is reviewed each year and mid year should circumstances change. Resources will include Teaching Assistant time either on a 1-1 or small group work and/or any specific materials the child may require.

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

We endeavour to ensure that all decisions about a child's level of support and what that support entails will be discussed with parents, teaching and support staff, the child if possible and the headteacher. Ultimately the headteacher will make the final decision.

The headteacher will monitor the progress of each pupil and with parents; teachers and teaching assistants and review the impact of support in terms of how much progress the child is making.