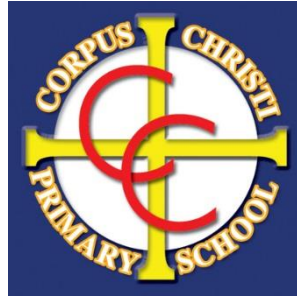


'Corpus Christi Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'



Corpus Christi Catholic Primary School

Local Offer

Schools Local Offer – St Helens Council

The Local Offer

The Children and Families Bill 2014 requires Local Authorities to publish and keep under review information from services that expect to be available for Children and Young People with SEND aged 0-25, this will be known as the “Local Offer”. The purpose of “The Local Offer” is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

What we offer at Corpus Christi Catholic Primary School:

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

Aims and Objectives:

1. To value all the pupils at Corpus Christi, enabling all to reach their potential, whatever their level of ability, in a secure and happy environment.
2. To ensure that all pupils at Corpus Christi have equal access to a broad, balanced curriculum which is adapted to meet individual needs and abilities
3. The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
4. To recognise that good special needs practice is good practice for all pupils.
5. To recognise that the early identification of children with SEN in any curriculum area or of any disability is essential. The aim should then be to identify the problem and instigate measures to address the difficulties, involving the parents in planning individual work programmes to assist the child.
6. To improve the confidence of children so that they feel their difficulties are incidental to and not central to their school life.
7. To provide adapted learning steps that provide progression at a pace and complexity sympathetic to the needs of the individual child.
8. To identify progress through carefully thought-out assessment procedures using Early Learning Goals, National Curriculum levels/level descriptors and continual monitoring of children.
9. To use these assessments as a basis for recording and reporting purposes.
10. To use the evidence provided above to review progress and plan next steps.

11. To integrate/include children with SEN with their peers. Children with SEN are actively encouraged to engage in all activities open to all children in the playground. Children with disabilities are not discriminated against, and every effort is made to offer as much access as possible, within the limitations of the site.

12. To support the Disability Rights Code of Practice (including wheelchair facilities available)

13. To work to the aims listed above as a staff.

14. To develop a whole-school approach that ensures that the necessary knowledge about all children is shared by all teaching staff and that all staff assist in the support of the children.

Identification, assessment and record keeping.

The importance of early identification, assessment and provision for any child who may have SEN cannot be over-emphasised. To assist in the early identification of these children the school will make use of appropriate screening and assessment tools which, along with the assessment of children within the National Curriculum, enable the school to consider children's achievements and progress. The school uses Early Learning Goals, KS1 SATS, internal assessments and KS2 SATS to make assessment decisions.

Teacher judgement and expertise feature strongly in the identification of children experiencing learning difficulties. Close observation by the teacher and monitoring of progress is essential.

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate adaptation, which may include short-term support. Pupils are only identified as having special educational needs if additional or different action is being taken. The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The school recognizes and adopts the DfES model as described in the SEN Code of Practice 2002.

The CoP does not require a Register of Concern to be kept; however at Corpus Christi, this is felt to be of value and in itself good practice. Therefore it is the intention to maintain the Register of Concern as the first point of contact in the procedure.

Stages of support

Class support – class work will be adapted by the class teacher at the appropriate level and your child will be added to the school's register of concern.

Extra intervention support – extra interventions, such as RWI, Wave 3 and INSYNC, will be put in place.

SEN Support - If your child does not make progress after interventions have been put in place, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Learning Support, Speech therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Enhanced SEN Support - If your child does not make adequate progress receiving SEN Support, the school may seek further advice and support from other specialists, including Educational Psychologist observations and reports. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The school will provide appropriate interventions that address children who have more complex needs, including a highly individualised programme of access to the curriculum. Pupils will make progress relative to their individual needs.

Education, Health, Care Plan - If your child continues to demonstrate a lack of progress, the next step is to have a statutory assessment by the LA. During this period of evidence gathering from other agencies, the pupil will continue to be supported by the school at SEN Support. After the statutory assessment has taken place, a child may be given an Education Health Care Plan. Funding provided must be used for the named child; records, reviews and IEPs (CAPs) must be regularly monitored and maintained.

How will I know if my child is on the SEN register?

If your child is identified as having SEN, you will be invited into school by their class teacher to discuss any concerns. During this meeting an Individual Education Plan (IEP) (CAP – Child Action Plan) will be devised. This will outline key targets for your child and include information on members of staff that will support them in making progress. You will be invited for regular review meeting throughout the school year. In addition, parents can contact the school with any concerns at any time.

My child is not on the SEN register but I have concerns regarding their development and progress, who is the best person for me to talk to?

The first person you should speak to is your child's class teacher. They will be the person who knows your child the best and will have all of the information that you need to know about their progress and development. In addition, you can contact the school Special Educational Needs Coordinator (SENCo) the Headteacher.

How will I know if my child is making progress?

Parents are invited in for regular meetings throughout the school year. For annual review meetings, the SENCo will collect information from the teachers and any outside agencies that are involved with the child and provide an overview of progress. The review should highlight what is going well and if there are any areas for improvement. A home/school book is put in place in

certain cases. This allows for daily updates on progress and to highlight any issues that may have occurred. Corpus Christi operates an open door policy to allow parents to contact staff at an agreed time to discuss their child's progress and any concerns that they may have.

Regular assessments are carried out by teaching staff. These assessments are used to measure progress and set future targets. Parents evenings provide the opportunity to meet your child's teacher and discuss your child's progress.

What specialist services and expertise are available at Corpus Christi?

All teachers are teachers of children with SEN and adapt the curriculum and their planning to meet their needs. All staff are aware of the procedures for identifying, assessing and making provision for pupils with SEN. Each class teacher is responsible for the identification of children with special educational needs with support from the SENDCo. In consultation with the Headteacher, the provision of Learning Assistants (LA's) and additional resources are allocated.

The provision for a child with SEN has to be tailored to the individual child's needs. Generally speaking and wherever possible, the child will be taught with its full peer group, but in some circumstances teaching may be done within a small group or independently with an LSA (e.g. putting speech therapy recommendations into practice.) These children will work within the programmes of study of the National Curriculum, but in small achievable steps with greater support and guidance from the teacher or LSA.

Extra school support services include: ·

- Educational Psychologist
- Occupational Therapist
- School Nurse
- Speech and Language Therapy
- The Language and Social Communications Team (LASC)
- The Behaviour Improvement Team – BIT
- Paediatricians
- Learning Support Services
- Visually/Hearing Impaired services
- Child and Adolescent Mental Health Service – CAHMS

How accessible is the school environment?

Corpus Christi Lodge is fully compliant with DDA legislation.