

Eccleston Mere Primary School

The Local Offer



Approved by:

Headteacher / Governing Body
(signed electronically)

Reviewed on:

Next review due by:

What is the local offer?

‘Our local offer’ is information for parents/carers of children who have Special Educational Needs or a disability (SEN/SEND). The information contained outlines the support and provision they can expect to receive whilst attending this school.

Support for your child at Eccleston Mere Primary School

At Eccleston Mere Primary School our primary aim is to help every child achieve the very best they can. Sometimes a child may need additional support for some or all their time at school.

How are Special Educational Needs defined?

“Children have a Special Educational Need if they have a learning difficulty which calls for special educational provision to be made for them” and “Children have a learning difficulty” if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Educational Authority.”

Who are the best people to talk to in school about my child's learning/Special Educational Needs or disability (SEND)?

At Eccleston Mere we have a highly experienced team of staff who may be involved in supporting your child.

Class Teacher

- Your child's teacher would be the first person with whom to discuss any concerns with.
- The class teacher is responsible for checking on the progress of your child, planning for and delivering any additional help needed.
- The teacher may write a 'Student Support Plan' and share and review these with you and your child each term.
- If you are not happy that your concerns are being managed and your child is still not making progress you should contact the school SENCo – Mrs. Amanda Noblett or Head Teacher – Mr. Ryan Mugan.

Special Educational Needs Co-Ordinator (SENCo)

Mrs Amanda Noblett is school's named SENCo and can be contacted via the school office on (01744) 734829 or by emailing school ecclestonmere@sthelens.org.uk

It is her responsibility to:

- Co-ordinate all support for children with SEN
- Ensure that parents are involved and supported in their child's learning journey
- Liaise with all other professionals who may work with your child
- Update the school's SEN register; monitoring register and to monitor individual children's progress
- Provide specialist support for teachers and support staff so that children with SEND can achieve their best

Head Teacher

Mr. Ryan Mugan is Eccleston Mere Primary School's Head Teacher and can be contacted via the school office on (01744)734829.

It is his responsibility to:

- Oversee the support for children with SEND and ensure that your child's needs are met
- Ensure that the Governing Body is updated with any issues relating to SEND.

SEND Governor

The Governing Body, in co-operation with the Head Teacher: -

- determines the school's general policy and approach to provision for children with additional needs and disability.
- establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.
- has appointed a committee to take a special interest in the school's work on behalf of children with additional needs and disability.
- Our SEND governor is Mrs. Kimberley Evans.

What is the code of practice for children with a Special Educational Need?

In September 2014 the government replaced two SEN categories of School Action and School Action Plus with a new single category called '**additional SEN support**'. This is a more simplified, rigorous approach which will focus the system on the impact of the support provided to the individual child.

All children and young people from age 0-25, who have significant special educational needs will undergo an Education Health and Care (EHC) Assessment (unless their parents, carers or the young person opt out of the new system). This will lead to an '**EHC Plan**'.

As a school we will continue to identify need and ensure provision is in place.

Early identification of children that may have Special Educational Needs is important, as is close co-operation between school and parents.

- Raising a concern is the initial stage of this process.
When a teacher observes that a child is not responding as expected or is having increasing difficulties in learning or behaviour, the teacher will seek advice from the SENCo and try alternative strategies in the classroom to resolve the problem. The teacher, SENCo and parents will discuss the strategies that have already been tried and together they will judge the progress that ought to have been made and whether there are any other factors, which may be affecting the child. Parents may be able to help support the school in helping their child.
If teachers and parents agree that interventions which are additional or different from the school's differentiated curriculum and other strategies are needed, this triggers additional SEND support as follows.

Information needs to be collected from

- the class teacher
- the SENCo
- any professional working with the child in health or social services, with the parents' agreement
- child's parents

The SENCo may also

- carry out any further assessments needed
- plan future support with the class teacher
- monitor and review any action taken

The class teacher can

- plan and deliver an individualised programme
- work with the child daily

The SENCo and/or the teacher should

- consult with parents about the plan
- inform the parents about progress

Other school action might include:

- different learning materials
- special equipment
- individual or group support
- staff development in the use of alternative strategies
- adult time to plan interventions and/or monitor progress

A Student Support Plan needs to be kept for all children on the SEND register or who are receiving extra support. A student Support Plan includes short term targets, strategies, provision, review dates, success criteria and the outcomes of reviews, including parents' views.

A Student Support Plan should record details that are additional to and different from the differentiated plan for the class. The Student Support Plan should be discussed with parents and child.

If the child continues to make little or no progress in learning or behaviour, the school will need to seek help from outside agencies.

The interventions already implemented will need to be reviewed with some or all the following people:

- SENCo
- Head teacher
- Senior leadership team
- The class teacher
- Learning support assistants (LSA)
- Health or social service professionals
- Local authority inclusion officer

They will consider the strategies tried, the targets set and any progress that has been made.

A new Student Support Plan should be written to include new targets, new strategies and any specialist assessments needed from those already involved with the child, or from other specialists, such as Educational Psychologists. The agreement of the parent must be obtained before doing this.

Any further advice that is sought must be recorded, together with the results of the advice and the interventions taken. The parents and child should be involved in the drawing up of the Student Support Plan.

The class teacher is responsible for carrying out the interventions set out in the Student Support Plan. If the strategies employed do not result in an improvement in the child's learning, then further advice will be sought.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally every term against age related expectations.

- At the end of each Key Stage (i.e., at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do.
- A Student Support Plan will be reviewed in consultation with parents and the child, every term and a plan for the next term made.
- The progress of children with an EHC Plan (Educational, Health Care Plan) will be formally reviewed at an Annual Review with the child, their parents and all professionals involved with the child's education in attendance.

How will school let me know if they have any concerns about my child's learning in school?

- Early identification of children with additional needs is very important. Staff at Eccleston Mere are highly effective in recognising any difficulties a child may be experiencing.
- In the Foundation Stage the 'Early Years Profile' is one tool that is used to identify issues that a child may be experiencing, but also the teacher's expertise is relied upon.
- There are regular discussions between the SENCo, and staff and formal meetings are held during each term, where concerns regarding children are raised and the progress of others discussed. All children have vision and hearing tests during their foundation year and their parents will have the opportunity to talk to the school nurse about any health concerns.
- If your child is identified as not making progress, then a meeting with you, the class teacher and SENCo will be arranged to discuss the concerns in more detail.

What are the different types of support available for children with SEND at Eccleston Mere?

- All pupils at Eccleston Mere receive quality first teaching from experienced staff.
- A range of teaching and learning styles are used and appropriate targets set that are well matched to a child's need.
- When a child's learning need has been identified specific programmes could be delivered to improve learning.

It could include the following:

- Literacy intervention to develop reading and writing skills
- Social skills group
- Speech and Language Therapy programmes
- Physiotherapy/Occupational Therapy programmes
- 'Living Language' programme to develop speech and language skills; promote independence and learn essential life skills.
- 'RM Maths' ICT program
- Booster classes/groups in English and Mathematics
- Pastoral support by way of emotional regulation, bereavement, and well-being
- In Sync – fine and gross motor program

- Beat it – spelling program
 - Social stories
 - TEACHH approach
 - Sensory breaks/diets
- In addition, staff work very closely with a wide range of professionals and external agencies to seek their advice and input into your child’s differentiated learning programme.
 - This could include support from the following services:
 - Speech and Language Therapy (SALT)
 - Physiotherapy
 - Occupational Therapy – Sensory support
 - Occupational Therapy – Physical support
 - Behaviour Improvement Team (BIT)
 - LASC (Language and Social Communication)
 - EAL (English as an Additional Language)
 - Learning Support Service (LSS)
 - Educational Psychology
 - CAMHS (Child, Adult Mental Health Services)
 - MHST (Mental Health support team)
 - School Nurse team
 - Barnados – counselling and play therapy services
 - Listening Ear – counselling services
 - Parenting Team – Incredible Years

What support is available for my child’s overall well-being?

- In addition to your child’s class teacher, we have several members of staff who will support the emotional well-being of our children. Staff are trained to support emotional regulation, trauma informed practice, well-being, and emotion coaching.
- Behaviour concerns can be discussed with Mrs. Noblett, Mr. Mugan and Mrs. Cain.
- All attendance issues and associated problems can be discussed with Mrs. Cain and the school office.
- Should the behaviour of a child become a greater cause for concern then a meeting with parents will be arranged and a Student Support Plan created.
- Advice and input from other professionals such as Behaviour Intervention Team (BIT) or Educational Psychologist could also be called upon.
- The care of a child with a greater medical need would in the first instance need to be discussed with Mr. Ryan Mugan, Head Teacher, so that a plan of care could be implemented and training needs for staff identified.

How is extra support allocated to children?

- The school budget, received from St Helens LA, includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, based on needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:
 - the children receiving extra support already
 - the children requiring extra support
 - the children who have been identified as not making as much progress as would be expected. They decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly, and changes made as necessary.

How will I know how my child is doing?

- Twice per year, you will be invited to review your child's Student Support Plan with the class teacher.
- In addition, there are termly parents' evenings and an end of year report.
- As well as this, there are interim reviews that can be arranged throughout the year and an annual review which is held once each academic year.
- Eccleston Mere operates an 'open door policy' which enables you to arrange to speak to your child's class teacher when you need to.

What other facilities are available for children with SEND at Eccleston Mere Primary School?

Sensory Room

This room is used by many children in the school and is of particular benefit to those children with complex needs. Resources within the room are used sympathetically to meet individual needs. Resources include a projector, bubble tubes, bean bags, teddies, sensory toys, fibre optics and sensory boxes.

Sunflower Room

Our sunflower room is a room specifically for children who need sensory play, play therapy and/or a quiet place to work. This room allows our children with SEND, time away from class and offers many role-play opportunities as well as developmentally appropriate games and activities that they can play and be involved in.

Woodland Area

A mature woodland area allows the children to explore using their different senses. It is often used throughout the school year to enhance experimental learning. Examples of activities include, tent-building, campfire, cooking and mini-beast hunting

Lift

There is a lift in the school building that enables access to the upper floor.

Changing room

A disabled changing room is located on the upper floor of the school.

Other facilities include: a designated room for music, a dance and drama studio and large school grounds.

How are the teachers in school helped to work with children who have additional needs?

- All staff at Eccleston Mere Primary are teachers of children with additional needs and as such training is an inherent part of Continued Professional Development.
- It is our policy at Eccleston Mere to encourage all staff to develop specialist skills in additional needs and disability. Recent training has included:
 - ADHD training for all staff delivered by the ADHD Foundation
 - Trauma Informed Practice training delivered by Liverpool CHAMS and St. Helens LA
 - Enhanced Autism training for several members of staff delivered by LASCs
 - Autism awareness training for all staff delivered by LASCs
 - Sensory Processing disorder training delivered by St. Helens Occupational Therapists so that we can deliver sensory diets with children
 - EBSA training delivered by St. Helens LA and Lancashire LA
 - Safeguarding training for all staff
 - Asthma and Epilepsy training
 - Dyspraxia training (DCD)
 - First Aid training, including CPR for babies and infants
 - ‘Team Teach’ training – de-escalation techniques
 - EpiPen training
 - Most staff are Paediatric First Aid qualified.
 - Defibrillator training
 - TEACHH training
 - Mental Health Champions
 - Certified DESTY Mentor Training Program – Emotional coaching, regulation, and attachment support
 - Speech and language training

What support do we have for you as a parent of a child with Special Educational Needs?

- At Eccleston Mere we recognise that parents play a key role in the growth and development of their children. With this in mind, we try to ensure full co-operation between school and parents so that all are aiming for the same goal – that of enabling your child to reach his/her full potential.
- Each month Mrs. Noblett will invite SEND parents into school for a ‘meet the SENCo’ afternoon. We will be visited by several services including The Carers’ Centre, IAS, SENCos from our feeder High Schools and other services.
- Mrs. Noblett can support transition to new schools and/or provisions on request.
- Whilst parents are very welcome to chat to class teachers about their child’s progress, more formal meetings are arranged each term where parents can discuss at length, the provision of Student Support Plan and the impact of these plans on their child’s learning.

- Mrs. Noblett (SENCo) can be contacted via the school office, by the school app or by emailing school directly at ecclestonmere@sthelens.org.uk to discuss your child's needs.
- Support services if required, will be signposted to the parent.
- All information from outside professionals will be discussed with you, and with the person involved directly, or where this is not possible, in a report.
- Student Support Plans will be reviewed with your involvement twice per academic year.
- Homework will be adjusted as needed to your child's individual needs.

How will we support your child when they are moving to another class or leaving school?

Moving classes

Class teachers will discuss your child and their needs in detail. All current assessment data and Student Support Plan will be transferred. They will also undertake transition work in the summer term.

Moving to another school (Y6 to Y7)

- Mrs. Noblett (SENCo) will contact the SENCo of your child's next placement.
- A transition meeting will be arranged for you, and the SENCo from the next placement, to attend so that your child's needs can be discussed. A set of targets will be agreed, and a plan put into place.
- Visits to the new school will be arranged for your child, should this be necessary.

Moving to another school

- The school SENCo will be contacted and all information relevant to your child's needs will be passed on. This will include all recent assessments and a copy of documentation.

What specialist services and expertise are available at our school?

Many specialist services are accessed at our school. These include:

- Speech and Language Therapy (SALT)
- Physiotherapy
- Occupational Therapy
- Behaviour Improvement Team
- LASC (Language and Social Communication)
- EAL (English as an Additional Language)
- Learning Support Service (LSS)
- Educational Psychology
- CAMHS (Child, Adult Mental Health Services)
- School Nurse
- MHST
- Parenting Team (Incredible Years)
- IASS

Will my child be included in activities outside of the classroom, including school trips?

- All children are included in curricular activities in school. Modification of these activities may be needed, at times.
- Children with SEND access several trips; all necessary risk assessments are completed before the trip and the required adult to child ratio adhered to.

What other professionals can I contact for help, advice, and support?

- Parent Partnership (01744) 677368
- School Admissions (01744) 671035
- School Nurse (01744) 624143
- Speech and Language Therapy (01744) 646548
- Occupational Health and Physiotherapy (01744) 646556
- Children's Disability Service (01744) 673900
- Inclusion Officer, Atlas House (01744) 671105

What is the procedure for a complaint of my child's additional needs provision?

Any parent who has any concerns about any aspect of their child's additional needs provision, should first approach the class teacher who will be happy to discuss the work that is taking place. If clarification is needed the SENCo will discuss the matter further. Mr. Ryan Muga, the Head Teacher or Chair of Governors, may also be approached if the situation remains unresolved.