

## **The Local Offer**

*The Children and Families Bill places a requirement on local authorities and schools to provide information about special educational needs and disability services and provision, called a local offer. The local offer will need to be 'published' by September 2014.*

## **Schools**

*The Children and Families Bill places a requirement on the governors of maintained schools and proprietors of academies, both mainstream and special, to as part of their local offer provide details of their SEN arrangements, called an SEN Report. The SEN Report should be on the schools web site, updated as soon as possible when changes are made and reviewed annually.*

### **For mainstreams schools this includes:**

*1) Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.*

St. Alban's Catholic Primary School has a Special Educational Needs policy that describes how children are identified and the category of SEN status that they are given. This includes all vulnerable groups of children. A SEN register is kept and updated by the Inclusion Co-ordinator and shared with all relevant staff. The SEN information is reported every term in the school's census.

Children with a statement have an Annual review and Individual Education Plan with targets that are reviewed and set every term. Children on School Action or School Action Plus have an Individual Education Plan with termly targets. Within classes there are also groups of children that have planned differentiated activities.

Intervention programmes are mostly delivered by the Teaching Assistants at St. Alban's Catholic Primary School. These programmes are planned alongside the class teacher's guidance or are recommended by outside agencies and other lead professionals. The impact of the intervention is monitored at least every term in Pupil Progress meetings between class teachers and teaching assistants. This process is overseen by the Inclusion Co-ordinator and Senior Management Team. Any adaptations or changes to intervention is planned by the Inclusion Co-ordinator. A final report showing the overall impact of intervention and provision is presented to the governing body at the end of the academic year.

*2) The school's arrangements for assessing the progress of pupils with special educational needs*

The children at St. Alban's Catholic Primary School are assessed regularly and every term the class teacher records these levels using SIMs. This data is monitored by the Inclusion Co-ordinator and Senior Management Team. Any children identified as having Special Education Needs are then accordingly planned for in terms of the intervention that will best suit their difficulties. Individual targets (IEPs) – including the resources and intervention recommended – are evaluated and set each term and shared with the children and parents / carers.

Children with Statements receive regular assessments from outside agencies according to their specific difficulties. The outcomes and recommendations of these assessments are planned into the child's IEP and Annual Review targets and provision.

For some assessments the children may have access issues that the class teacher will make provisions for. For example during the Year 6 SATs examinations, the children may have a reader where it is appropriate, or there may be a request for additional time.

*3) The name and contact details of the SEN co-ordinator.*

Inclusion Co-ordinator: Rachel Swindell  
St. Alban's Catholic Primary School, Lensfield Road, Cambridge CB2 1EN  
Telephone: 01223 712 148

*4) Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.*

All staff at St. Alban's Catholic Primary School receive the compulsory training for Child Protection, First Aid and annual training for the medical needs of the school, e.g. asthma, epilepsy and epi-pen training etc.

Staff are offered regular training opportunities as part of their performance management. In addition to this, where there appears to be a need the Head teacher or Inclusion Co-ordinator may suggest relevant training opportunities to individual staff members.

When a child or area has been specifically identified, the Specialist Teaching Team may assist the school with relevant training or any other outside agency may recommend or support the school with training opportunities.

We have many TAs that have received specific training for teaching children with Autism, Dyslexia and Speech and Language therapy. They have also attended many EAL workshops which has been a focus area at St. Alban's. The Teaching Assistants at the school also attend the Annual TA conference every year, giving them the opportunity to attend a variety of workshops aimed specifically to their role and responsibilities.

*5) Information about how equipment and facilities to support children and young people with special educational needs will be secured.*

The school uses the pupil premium money to support vulnerable groups of children at St. Alban's Catholic Primary School. This is outlined in a document that the Head teacher presents to governors.

Whenever a specific resource is advised for individuals by an outside agency, the school will always endeavour to provide this.

*6) The role played by the parents of pupils with special educational needs.*

At St. Alban's Catholic Primary School we share all relevant information concerning children's special educational needs with their parents and carers. This includes information sharing from outside agencies and making parents and carers, part of the process for target settings for children's IEPs.

Where parents are separated, we deal sensitively with the meeting process and ensure that documents are sent to both parents to include them so they may add their input if they do not live locally.

We feel parent's input is vital and extremely informative in the planning and teaching for their children's provision.

*7) Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.*

Whenever a complaint is made against the school regarding their child's special educational needs, the school tries it best to resolve the issue sensitively and without animosity. For this process all professionals involved are made part of an open dialogue offering constructive solutions to those involved.

All complaints are recorded by the Head Teacher which is then shared with the governors who monitor the following action.

Any action is reviewed in an appropriate timeframe to review the complaint and any further action that needs to be made.

*8) The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.*

Wherever an outside agency is involved with a child's special educational needs the assessment results and recommendations are shared with parents. The lead professional will then offer the opportunity to discuss these outcomes with the parents. On the child's record of involvement there are contact details for parents to use if they wish to. The lead professional may be someone from the service or the Inclusion Co-ordinator.

The school also promotes the Parent Partnership Service which offers advice, support and links to appropriate services specifically aimed for parents.

*9) Information on where the local authority's local offer is published.*

Information regarding the local authority's local offer is published on the school website with the appropriate link.