



# Christ the King Catholic Primary School Local Offer



	Question		Guidance notes
1	How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?	<p>The class teacher, SENCo or Head Teacher would liaise with your child's previous setting.</p> <p>We would listen to any concerns raised by parents or carers.</p> <p>The class teacher may raise concerns about your child's performance or behaviour.</p> <p>Your child may themselves inform you or their teacher class teacher about an area of learning which concerns them.</p> <p>External services may be working with your child to guide us as teachers and yourselves at home.</p> <p>If you have a concern please arrange to meet your child's class teacher at the end of a school day.</p> <p>The class teacher will then have an informed discussion with the SENCo and Head Teacher about your child's needs.</p>	<p><i>How do you identify children or young people with SEND?</i></p> <p><i>How will I be able to raise any concerns I may have?</i></p>
2	How will your staff support my child/young person?	<p>Having met with yourselves, the class teacher will then meet with the SENCo to further discuss your child's needs.</p> <p>As a team it will be decided whether your child will need additional support in a specific area of learning and how best to support your child. Here are a range of ways in which we adapt the curriculum to meet your child's needs:</p> <ul style="list-style-type: none"> <li>• All our teachers have up to date training and deliver high quality and inclusive teaching.</li> <li>• The lessons will be differentiated to meet your child's needs.</li> <li>• Through regular intervention delivered in the form of individual or small group work.</li> <li>• Various equipment and resources are used. E.g. pencil grips, coloured reading overlays, sensory toys.</li> <li>• Our SENCo and Senior Leadership Team oversee or support and child requiring additional support. 1</li> </ul>	<p><i>Who will oversee and plan the education programme and who will be working with my child and how often?</i></p> <p><i>What will be their roles?</i></p> <p><i>Who will explain this to me?</i></p> <p><i>How the governors or trustees involved and what are their responsibilities?</i></p> <p><i>How does the setting know how effective its arrangements/provision for children and young people with SEND are?</i></p>



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		<ul style="list-style-type: none"> <li>• The class teacher oversees plans and works with each child with SEN in their class to ensure that at least good progress is made.</li> <li>• Teaching Assistants work with your child as individuals or in small focus groups.</li> <li>• A range of specific tests and booster programmes are available ranging from computer based programmes through to working on a one-to-one basis with your child.</li> <li>• The SENCo may work with your child to identify and equip your child with different strategies.</li> </ul>	
3	How will the curriculum be matched to my child's young person's needs?	<p>The class teacher will work with you and your child to create targets that are achievable and realistic for your child. This enables us all to work as a team and it will be clear what progress your child is making. This will be referred to as an Individual Education Plan. You will be invited in to discuss your child's targets on their IEP at least termly. We invite you to meet with the class teacher for 10 minutes at parent's evenings and these dates are available on our school website. The SENCo may contact you to talk about your child and we encourage an open discussion in order to best meet your child's needs.</p> <p>If your child has complex SEND then they may have an Education, Health and Care (EHC) Plan. This provides us all with detailed targets and a summary of your child's needs. WE would invite yourselves as parents or carers, external services that are involved and a representative from school to attend annual reviews of your child's needs as stated in the EHC plan.</p> <p>You can ask to meet with your child's class teacher at any time and the school SENCo is also available to discuss your child's individual needs. All planning is differentiated to meet the individual needs of your child.</p>	<i>What are the setting's approaches to differentiation? How will that help my child?</i>
4	How will both you and I know how my child/young person is doing and how will you help me to support	<p>If your child has SEND they will be on the schools SEND register. The SENCo, Headteacher and SLT use this to keep track of individual children. They will have an overview of the current targets that your child is currently working on. These IEP targets will be reviewed with yourself</p>	<i>In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?</i>



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	<p>my child's/young person's learning?</p>	<p>and adults working with your child.          As a school we measure children's progress in learning against national and age related expectations.          The class teacher continually assesses each child throughout the school year and will feed back to you at parent's evenings and your child's mid-year progress report.          Children are identified by the class teacher, SLT, Headteacher and SENCo if they are falling behind expected levels of progress and you will be informed.          Your class teacher will support you in helping your child at home through differentiated home learning.</p>	<p><i>How does the setting know how well my child is doing?          How will I know what progress my child or young person should be making?          What opportunities will there be for regular contact about things that have happened at the setting e.g. a home/school book or email or text?          How will you explain to me how his or her learning is planned and how I can help support this outside of the setting?          How and when will I be involved in planning my child's education?          Do you offer any parent training or learning events?</i></p>
<p>5</p>	<p>What support will there be for my child's/young person's overall wellbeing?</p>	<p>The class teacher has an overall responsibility for the pastoral, medical and social care of the children in their class.          If further support is required the class teacher will liaise with the SENCo for further advice and support.          Our children can be referred via the class teacher to meet with the schools Emotional Literacy Support Assistant (ELSA) who is trained to listen to your child and tune in to their emotional needs.          The SENCo and our ELSA will oversee all ELSA programmes of work.          All year groups follow the recommended scheme of work Rainbows SEAL. This brings together PSHCE (Personal Social and Health Education) Emotional literacy, social skills and spiritual development in a scheme of work.          External services such as health, Social and behavioural outreach support teams may be used for advice and specialist support to further support</p>	<p><i>What is the pastoral, medical and social support available in the setting for children with SEND?          How does the setting manage the administration of medicines and providing personal care?          What support is there for social, emotional and mental health to prevent exclusion, increase attendance and engagement?          How safe is my child/young person in your setting?          How will my child/young person be able to contribute his or her views?          How will the setting support them to do this?</i></p>



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		<p>your child.</p> <p>If your child requires personal care we follow the schools approved intimate care policy and create a personal care plan.</p> <p>If your child requires medicines in school we follow our administration of medicine policy where parents complete a detailed hand over to our first aider with signed permission.</p> <p>All children have been involved in writing their school and class charters which reminds them of their right and responsibility to Be Safe, To Belong and To Be the Best that they can be.</p>	
6	<p>What specialist services and expertise are available at or accessed by your setting?</p>	<ul style="list-style-type: none"> <li>• Education Psychology service</li> <li>• NHS speech and language therapy team</li> <li>• Linwood School Outreach team</li> <li>• NHS Occupational therapy team</li> <li>• NHS Physiotherapy team</li> <li>• Social workers</li> <li>• Bereavement counsellors</li> <li>• School nurse</li> <li>• GP</li> <li>• Paediatricians – local and consultants in Poole and Bournemouth hospitals.</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Play Therapy</li> </ul>	<p><i>Are there specialist staff working at the setting and what are their qualifications?</i></p> <p><i>What type of services does the setting access including health, therapy, social care and voluntary sector services?</i></p>
7	<p>What training do staff supporting children and young people with SEND have?</p>	<p>Where required, class teachers are supported by external agencies such as behaviour support, Educational Psychologists, Learning Support Service and Speech and Language. They advise staff on strategies to use and support in the setting and review of targets. Linwood School offer Outreach support to give advice to class teachers and support staff. Teachers and support staff are kept up to date with new intervention programmes. Where a child has a need which staff are not familiar with support and advice is taken from outside agencies and relevant staff are</p>	<p><i>What training do staff supporting children and young people with SEND have?</i></p>



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		<p>placed on training courses to provide them with a skills base.</p> <p>The school have three senior staff, including the SENCo with accredited National SENCo qualification.</p>	
8	<p>How will my child/young person be included in activities outside the setting including trips out?</p>	<p>All children are included in all parts of the school curriculum. We provide an inclusive environment. We aim for all children to be included on all external school trips. As far as possible, additional measure are taken to include a child, however Health and Safety of the child and others is never compromised. A risk assessment is carried out prior to any off site activity. A range of after school clubs are available, these clubs are subsidised for Pupi8I Premium Children.</p>	<p><i>Will he or she be able to access all of the activities of the setting and how will you assist him or her to do so?</i></p> <p><i>How do you involve parent carers in planning activities and trips?</i></p>
9	<p>How accessible is the setting environment?</p>	<ul style="list-style-type: none"> <li>• Wheelchair width doors into all internal buildings.</li> <li>• Accessible ramps or flat ground into all year groups.</li> <li>• 2 disabled toilets with ample room for changing, grab rails and extra width available.</li> <li>• The tarmac surface of the playground is spacious and flat.</li> <li>• Our external school grounds are spacious, including a large field and two playgrounds.</li> <li>• Medical room.</li> <li>• The nurture room is available to use.</li> </ul>	<p><i>Is the building fully accessible?</i></p> <p><i>Have there been improvements in the auditory and visual environment?</i></p> <p><i>Are there accessible changing and toilet facilities?</i></p> <p><i>How does the setting communicate with parent carers and young people whose first language is not English?</i></p> <p><i>How will you ensure equipment and facilities to support children and young people with SEND are provided and tailored to meet needs?</i></p>
10	<p>How will the setting prepare and support my child/young person moving to the next stage of education/life.</p> <p>How will you increase their independence?</p>	<p>The Class teacher will liaise with secondary heads of year 7 and SENCos. All children will attend at least one transfer day and if needed your child can make additional visits to their new school to ease transition for them. Social stories and picture books can support transition when required. Secondary teachers visit the children in their own setting during the summer term.</p>	<p><i>What preparation will there be for both the setting and my child before he or she joins the setting?</i></p> <p><i>How do you support SEND children/young people to increase their self help and independence?</i></p> <p><i>How will he or she be prepared to move onto the next stage?</i></p>



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			<p><i>What information will be provided to his or her new setting?</i></p> <p><i>How will you support a new setting prepare for my child?</i></p>
11	<p>How are the setting's/school's/college's resources allocated and matched to children's/young people's SEND?</p>	<p>Our SEN funding enables us to recruit qualified intervention teachers, intervention Teaching Assistants, training to meet needs, provide resources and 1:1 Teaching Assistants for children with a Educational Health and Care plan. The school provide a range of interventions to meet your child's individual needs.</p>	<p><i>How is the setting's SEN funding allocated?</i></p>
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>The class teacher will work with you and your child to create targets that are achievable and realistic for your child. This enables us all to work as a team and it will be clear what progress your child is making. This will be referred to as an Individual Education Plan. You will be invited in to discuss your child's targets on their IEP at least termly. We invite you to meet with the class teacher for 10 minutes at parent's evenings and these dates are available on our school website. The SENCo may contact you to talk about your child and we encourage an open discussion in order to best meet your child's needs.</p> <p>If your child has complex SEND then they may have an Education, Health and Care (EHC) Plan. This provides us all with detailed targets and a summary of your child's needs. WE would invite yourselves as parents or carers, external services that are involved and a representative from school to attend annual reviews of your child's needs as stated in the EHC plan.</p> <p>You can ask to meet with your child's class teacher at any time and the school SENCo is also available to discuss your child's individual needs. All planning is differentiated to meet the individual needs of your child.</p>	<p><i>Describe the decision making process.</i></p> <p><i>Who will make the decision and on what basis?</i></p> <p><i>Who else will be involved?</i></p> <p><i>How will I be involved?</i></p> <p><i>How does the setting judge whether the support has had an impact?</i></p>



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13	How can I be involved?	All children in all year groups are made aware of their own targets. We encourage all children to explore their own preferred learning style. Resources can be made with the child's help to support learning. We encourage children to share their own view.	<i>Describe the setting's approach to involving parents and young people in decision making and day to day school life including for their own child.</i>
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