

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	St Thomas' CE Primary School, Heaton Chapel
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 15px;" type="text"/>
Specific Age range	3-11
Number of places	599
Which types of special educational need do you cater for? (IRR)	<input type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of April 2017). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



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Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? **(IRR)**

- *How do you identify children or young people with SEND? (IRR)*
- Teachers and other staff continually assess and track the progress of all children from Reception through to Year 6 to identify which children may need extra help
- Regular parent/carer/teacher meetings
- Inclusion coordinator meets regularly with class teachers throughout the year to discuss any concerns
- Headteacher and teacher pupil progress meetings
- Variety of assessments within school including reading, writing, maths, motor skills, Speech and Language therapy etc
- High quality on going assessment and effective marking of pupil work
- Regular termly assessments
- Multi-agency meetings enable professionals to discuss cases
- Excellent relationships with outside agencies who can offer specialised help, support and advice
- Inclusive environment that caters for a wide variety of learning, emotional/behavioural/social and physical needs
- Liaison with parents/prior settings before admission

What should I do if I think my child or young person needs extra help?

- *How will I be able to raise any concerns I may have?*
- Parents/carers can raise any concerns they may have at any time by talking firstly with the class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if a longer discussion is required.
- The class teacher may then seek the involvement of the school special educational needs and disability coordinator [SENDCO]
- The SENDCO can also be contacted directly via school office and is available to any parent or carer who feels their child needs extra help

Where can I find the setting/school's SEND policy and other related documents? **(IRR)**

- *Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents e.g. assessment policy, dyslexia policy etc. (IRR)*

www.st-thomasheaton.stockport.sch.uk/school-offer-2



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

- *How will you support children and young people with SEND with or without an EHC plan? (IRR)*
- *How and when will I be involved in planning my child or young person's education? (IRR)*
- *What additional learning support is available? (IRR)*
- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs? (IRR)*
- We are a very inclusive school
- All children given opportunities to learn in an inclusive manner
- Provide good quality class teaching which is differentiated to meet the needs of all our learners
- Children with special educational needs and disability (SEND) benefit in class from small group or individual teaching, alternative forms of recording work, visual prompts, etc.
- Class teachers and support staff have regular training in meeting the needs of children with SEND
- Range of intervention available to support children who require support which goes beyond class based approaches eg. Motor Skills United, Mosaic, etc
- For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapist, Learning Support Teacher, Behaviour Support Teacher, Occupational Therapist, Educational Psychologist
- Individual learning or behaviour programmes which are discussed with parents/ carers are written by the class teacher, with SENDCO and with advice from specialist teachers. Children have very specific targets according to their needs.
- Parents/ carers fully involved in the planning of support for their child and have the opportunity to discuss their child's progress at regular review meetings and parent's evenings
- Team of high quality, experienced teaching assistants, deliver suggested activities from individual programmes, under the supervision of the class teacher, inclusion leader and specialist teacher
- Suggested activities to support children at home are explained to parents/carers by the class teacher/specialist teacher
- Plans are evaluated regularly by class teacher and SENDCO, in collaboration with parents where appropriate
- Rigorous tracking of attainment and progress is analysed by the SENDCO to evaluate effectiveness of intervention programmes
- Regular multi-agency meetings are held to discuss progress
- SENDCO and SEND governor share information regularly

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning
- Differentiate in a range of ways eg. activities provided with 3 levels of difficulty plus challenge activities for more able pupils, adult support, group work, practical resources, different questions, use of ICT
- Class teachers aware of child's areas of strengths and weaknesses, and cater for this through planning appropriate activities and providing suitable resources to support children eg. personalised spelling banks, visual supports, number lines, writing slopes, modified furniture
- Independent, group, partner and whole class teaching and learning



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Teaching, Learning and Support

- Wide variety of kinaesthetic, visual and auditory activities to support children's learning
- All children have a 1 page profile which summarises the child's strengths, what is important to them and how best to support them
- Encourage independence in all learners; this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners
- For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff, for example the SENDCO or the Learning Support Teacher
- Personalised timetable (if required) that incorporates variety of individual programmes in addition to classroom activities
- Class Provision Maps detailing how support is used in class, who for and how frequently

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- Proportion of the SEND budget is used towards class based provision to provide quality first teaching as first wave of provision to meet all learners needs eg. resources in classrooms such as additional computers/ iPads, writing slopes, alternative seating where appropriate
- Funding is matched to need
- Budget is allocated to support SEND children who require personalised interventions eg. teaching assistants to deliver specific programmes, individual resources, outside agency support
- Funding reviewed regularly by SENDCO, Headteacher and governors and monitored to ensure that resources are allocated appropriately and cost efficiently.
- Personalised provision discussed at person centred review meetings, where previous allocation is evaluated and future plans made in collaboration with parents/ carers and outside agencies
- Additional funding is negotiated and accessed through local authorities

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? **(IRR)**

- *How will I be involved? (IRR)*
 - When children's needs are initially identified a discussion takes place between professionals and parents/ carers. Targets are discussed and the support the child needs to meet these outcomes will be agreed
 - School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this
 - Parents/ carers are fully involved in decisions about support and provision that is additional to that received by the majority of children
 - If there are differences of opinion about the nature of support required the advice of external agencies (Parent Partnership) may be sought to support the decision making process
 - Parents/ carers and professionals involved in the child's learning will be invited to review meetings. Progress towards targets and next steps are shared and the impact of extra support/intervention is evaluated.



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Teaching, Learning and Support

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- The school has a range of equipment and facilities to support pupils with SEND and the school SENDCO makes informed decisions about the allocation of these resources based on the needs of pupils
- Additional resources are bought as and when required
- Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENDCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options
- Parents/ carers will be involved wherever possible in these discussions and where appropriate resources can be used at home

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

- *How will you know how my child or young person is doing? (IRR)*
- *What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes? (IRR)*
- Monitoring of progress takes place on a day to day basis by class teachers, and they are best placed to identify a child's progress
- For learners with the significant needs, regular or even daily contact with parents/ carers takes place, for example through informal conversation at the end of the school day or sometimes in home-school books
- Formal monitoring of progress takes place termly through a range of assessments. Information about pupil progress is shared with parents at parent-teacher meetings which are held in the Autumn and Spring terms and via the annual school report to parents which is shared during the summer term.
- For learners with SEND, plans will be discussed with parents at parent-teacher meetings, and for those with Statements or Education Health and Care Plans an annual review is held in the form of a person centred review
- Class teachers are available for brief, informal discussions at the end of each school day
- Parents are welcome to seek additional appointments to discuss their child's progress if more in-depth discussion is required
- The school also offers a range of parent support sessions throughout the year; eg. reading and phonics and maths workshops
- Reading record books form an excellent means of communication and let parents/ carers know how their child is progressing
- Opportunities for parents/carers to contribute to child's 1 Page Profile each year

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- *How will my child be kept up-to-date on their progress, and involved in review processes? (IRR)*
- Every child in school has a 1 Page Profile which they revisit regularly and which is shared with all staff involved in that child's education
- Some learners attend relevant discussions and they are involved in organising their person centred review meeting, including giving their views about their progress and future learning targets
- Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings
- Wherever possible we involve children to celebrate their achievements



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Teaching, Learning and Support

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

- The school's SENDCO, along with members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision.
- The school works closely with other local schools which enables opportunities for shared monitoring and provides support in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money.
- The individual opinions of pupils, parents/ carers and staff regarding the effectiveness of support are sought through questionnaires and collated to inform decisions about future provision.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- Pupil safety is our number one priority
- Where risks are identified measures are taken to limit these, for example supervising a child more closely during the handover between class teacher and parent/ carer at the start and end of the day
- Where necessary individual support is allocated for children at breaks, lunchtimes and during other activities such as outdoor games and on school trips
- For some pupils a risk assessment is undertaken and personalised procedures are in place which are shared with parents/ carers, and reviewed regularly by the class teacher and SENDCO

What pastoral support is available to support my child or young person's overall well-being?

How will the setting, school or college manage my child or young person's medicine or personal care needs?

- We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication
- Wherever possible medication is administered by parents or carers. Otherwise medication is given by trained first aiders.
- All staff have annual medical needs training in key medical conditions eg. asthma, diabetes, epilepsy
- In any case of medical emergency all staff are trained to phone 999
- Children who require rescue medication eg. Epi-pen, Insulin are given this as required by trained staff, following signed parental consent
- Medication is kept securely and is administered by trained staff
- We work closely with our school nurse and other health professionals who advise and contribute to individual plans
- Parents/ carers are encouraged to provide up-to-date information regarding their child's medical needs and are involved in writing plans
- Children's Individual Health plans are accessed by all staff from designated area in staff room



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Keeping Students Safe and Supporting Their Wellbeing

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

- Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class
- All staff offer support for children who need extra help to manage their emotions and relationships on a day to day basis
- For those requiring further support, the school allocates teaching assistants who are trained to deliver interventions and who work with children in a more holistic way eg. social skills, life skills
- We have a specialist teaching assistant who is available to children with emotional needs

What support is there for behaviour, avoiding exclusions and increasing attendance?

- Our Behaviour Policy is implemented consistently [http://st-thomasheaton.stockport.sch.uk /keyinfo.asp](http://st-thomasheaton.stockport.sch.uk/keyinfo.asp)
- Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them eg. alternative arrangements at key “trigger points” during the day, “time out” arrangement enabling pupils to find a designated safe space at times of stress
- We use restorative approaches throughout school which all children and staff understand to address conflict and resolve situations
- Parents/ carers are contacted and invited into school to discuss behaviour concerns
- Our focus is on proactively avoiding behaviours, deescalating incidents, and supporting pupils to understand and change their own behaviours
- We work flexibly in response to pupil behaviour, and aim to find creative strategies to move forward
- It is very rare that we would consider exclusion for any pupil. Procedures for this are outlined within the Behaviour Policy
- We take active steps to improve attendance
- Attendance is monitored by the Headteacher, our governing body and the local authority and we work closely with parents/ carers whose child's attendance is a cause for concern



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Working Together & Roles

What is the role of my child or young person's class teacher?

- The class teacher has the overall responsibility for pupil's learning and their day to day well-being in school
- They are the first port of call for pupils and parents/ carers
- Class teachers are expected to plan and deliver appropriate learning opportunities for all pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, interventions).

Who else has a role in my child or young person's education?

- The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place
- The school SENDCO has responsibility for co-ordinating the provision for pupils with SEND. She may work individually with pupils, or carry out assessments where required, and will usually host formal meeting such as annual reviews.
- In addition to the class teacher and SENCO pupils might come into contact with professionals from a range of outside agencies eg. school nurse, Ethnic Diversity staff, Learning Support Teacher, Behaviour Support Teacher etc
- There are also a number of teaching assistants working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis.
- For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- Our SENDCO shares information about a child's SEND or EHC plan with class teachers regularly
- Class teachers share this information with relevant teaching assistants and support staff
- SENDCO has meetings with, and offers training to, teaching assistants as appropriate
- Information about SEND needs of pupils are detailed in pupil's 1 page profiles which all relevant staff have access to

What expertise is available in the setting, school or college in relation to SEND? **(IRR)**

- All school staff have good awareness of SEND through regular staff meetings and training eg. ADHD, visual impairment
- Our SENDCO has completed Stockport's comprehensive training programme
- Members of staff are trained and accredited in; Makaton, Team Teach, Mosaic
- We regularly provide opportunities for staff to share their expertise with others

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? **(IRR)**

- The school works with a wide range of services
- We have close links with health professionals, for example Child & Adolescent Mental Health Service (CAMHS), Speech & Language Therapy (SALT) and Occupational Therapy (OT)
- We work closely with social care teams, as well as with voluntary organisations such as Parent Partnership



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Working Together & Roles

- We regularly organise multi-agency meetings to discuss pupil's needs and aim to ensure good communication with these groups in order to meet the need of pupils and their families

Who would be my first point of contact if I want to discuss something?

- Your first point of contact should be your child's class teacher
- The school SENDCO is also available to support you in matters relating to SEND

Who is the SEN Coordinator and how can I contact them? *(IRR)*

Natalie Wood - contact via school office 0161 432 6809 or headteacher@st-thomasheaton.stockport.sch.uk or natalie.wood@st-thomasheaton.stockport.sch.uk

What roles do your governors have? And what does the SEN governor do?

- The school governors have responsibility for ensuring the quality of provision across the school
- There is a designated governor for SEND, and regular meetings between the SEND governor and SENDCO take place to ensure that all pupils make progress
- There is a designated governor for Pupil Premium which includes Looked After Children who regularly meets with the Headteacher to ensure that all pupils make progress

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are a part of any plans made about their education
- All children are involved in writing their one page profile
- Children help to organise and contribute their views in their person centred reviews
- There is a school council, made up of pupils who meet regularly to share the views of their peers.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- Parents are encouraged to take an active role in school
- Many parents volunteer in school e.g. hearing readers, accompanying trips etc.
- There are opportunities to join the PTA who organise events and fundraise on behalf of the school
- Parent governors sit on the governing body and when their term of office expires, details of how to stand are sent out to all parents

What help and support is available for the family through the setting, school or college? *(IRR)*

- We recognise that there can be a huge amount of paperwork as a parent/ carer of a child with SEND. The school office and SENDCO provide support to parents as required. This might be completing forms with parents/ carers, or signposting them to agencies who can help further eg. Parent Partnership
- Information about parent support and advice is regularly given
- Our school website provides clear links to relevant information



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc.
- We work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend eg. offering support to pupils attending after school clubs, breakfast club, additional staffing for trips including residential trips
- We have a range of after school clubs and activities, all of which are available to every pupil regardless of need.
- For those pupils whose high levels of need, this may mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential/ support during swimming lessons).

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Yes from October 2014

Are disabled changing and toilet facilities available?

Details (if required)

Yes

Do you have parking areas for pick up and drop offs?

Details (if required)

Parking is limited.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

NOT APPLICABLE

- The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible
- Our accessibility plan can be found here <http://st-thomasheaton.stockport.sch.uk/keyinfo.asp>



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Inclusion & Accessibility

- Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc.
- Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments in partnership with the Sensory Support Service eg. audio signs/ tactile signs, sound-field system
- We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.
- Where pupils and their families require communication through languages other than English we seek to provide translation for key meetings / communications



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Transition

Who should I contact about my child/young person joining your setting, school or college? **(IRR)**

- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils –*
- We follow Stockport Council's admission policy
- For further details contact the school office who will be happy to help 0161 432 6809
- For information about entry please contact Stockport Council School Admissions
<http://www.stockport.gov.uk/services/education/educationtrainingandemployment/schooladmissions/applyingforaplace/>

How can parents arrange a visit to your setting, school or college? What is involved?

- Visits are very welcome by arrangement with the school office 0161 432 6809

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) **(IRR)**

ENTRY

- Prior to entry families of pupils with SEND are encouraged to visit to meet with the SENDCO and class teacher
- A multi-agency approach is used to plan the timescale/ induction for entry of children with high level of need. This is in consultation with parents/ carers
- Following this, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision
- The action plan is then reviewed either prior to entry or within the first few weeks
- Prior to entry to school a range of transition measures are in place, personalised to meet the needs of the pupil eg. visits to school, meeting staff from current setting, meeting key staff in school

TRANSITION TO NEW SETTINGS

- We prepare pupils for transition to new settings in a manner most appropriate to the individual eg. additional visits to the new setting, working through materials which address key aspects of the new setting, liaising with key staff from new setting
- We have good links with our local high schools and work closely with the staff from those settings
- We also have links with specialist settings and can signpost parents and families when making decision about secondary provision
- Parents/ carers of Y5 SEND pupils are invited to a transfer review meeting to share information and discuss initial transition arrangements. Wherever possible a member of staff from the preferred high school attends
- Parent Partnership will support families to visit a variety of secondary placements
- Representation of Y7 and the Y6 teacher meet at the end of Summer term to transfer information
- All SEND documentation and 1Page Profiles shared with new placement
- Transition units taught throughout the summer term in Y6



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Additional Information

What other support services are there who might help me and my family? *(IRR)*

- The school SENDCO in school can provide details of further support for families via the school office or headteacher@st-thomasheaton.stockport.sch.uk
- Parent partnership can be accessed by following this link: www.pipstockport.org

When was the above information updated, and when will it be reviewed?

- Published February 2020
- To be reviewed February 2021

Where can I find the Stockport Local Offer? *(IRR)*

From April 2017, the Stockport Local Offer can be found at <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

What can I do if I am not happy with a decision or what is happening? *(IRR)*

What is the setting, school or college's complaints policy? (IRR)

- As a school we encourage parents to address any worries or concerns promptly initially with the class teacher
- If the issue is not resolved they should make an appointment with a senior member of staff such as the SENDCO, Deputy Headteacher or the Headteacher
- In the vast majority of cases we find that by talking things through we are able to find solutions to most problems.
- However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found <http://www.st-thomasheaton.stockport.sch.uk/keyinformation.asp>