

## St Georges Catholic Primary School's Local Offer

Southend schools are committed to adopt a similar approach to meeting the needs of all pupils including those with Special Educational Needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Included as part of these changes to the Code of Practice the main areas of SEND will be slightly altered and will encompass the following four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The range of support developed will be tailored to individual need, following a thorough assessment by school staff or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

In recognition of these changes we at St Georges Catholic Primary School annually update our Local Offer of support provided to reflect this. However, this support is currently already in place and is available now. Our School Offer provides details of the resources, interventions etc. that we provide at St Georges to support children with SEND. Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at St Georges, then please do not hesitate to contact our SENCo Claire Noblet directly.

Some children/young people need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age

These children are identified when either the class teacher or parent raises concerns, which after investigation, (which could involve outside agencies) show that they are working significantly below age expected and their needs are no longer able to be met simply through differentiation. Together with the parent and carer and where appropriate the child an ISP is drawn up and outcomes are set. Where the family feel they may need additional support beyond school and EHA is completed and sometimes presented to child and family panel to access additional agencies.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We use to the best of our knowledge quality first teaching and in order to best support children with SEND well differentiated lessons. Differentiation could be through a variety of alternative activities, through resources or through adult support. This adult support may be delivered through an experienced LSA, or a qualified teacher working within the classroom, or where appropriate this teaching may take place in a more suitable environment. In cases where the child is unable to access the curriculum within the classroom, then a bespoke programme of study is designed and if required additional arrangements are made for assessments and examinations. If the child's needs require it, then a home/school book is implemented or an adult may hand information to the parent at the end of the day. We welcome the full engagement of parents and carers. Parents and carers meet regularly with class teacher and sometimes SENCo to review ISPs and together set new outcomes. Where it is appropriate the child will discuss their thoughts on their learning and how they can be helped further. During this meeting the child's progress is discussed along with what strategies are working and how we can work together to further that child's learning. Homework is often discussed to allow the parent support in delivering it at home and how homework fits best to that child's needs. Where necessary, we seek support and advice from specialist outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children. In addition to these regular meetings, we hold a very open-door policy allowing parents to talk with the class teacher or the SENCo as they are available. If these issues are unable to be resolved or addressed, then then the next person to contact would be the headteacher.

When the child is ready to move on to another setting then a comprehensive programme is designed with the secondary school to ensure the child is familiar with the new setting and where available begin to get to know some of the adults who will be working with the child.

We believe that at St Georges we are able to support all children and their families including those with SEND with a good pastoral system. We will use both in house facilities and when appropriate those external such as accessing parenting courses and directing parents to specialists.

In order to meet the needs of a child with SEND, we would call on relevant external agencies such as health, social care, mental health. We would also ensure that the relevant staff are trained to best suit the needs of the pupil. If those needs are medical, then with the support of health, a healthcare plan is drawn up with parents and relevant information is shared with staff.

To cater for all children with SEND and their families we have wheelchair access to all areas of the school and facilities for children to change and shower if required. We also have an allocated disabled parking space in the school car park.

**Admissions:** Pupils with SEN are allocated places in two separate and distinct ways.

Those pupils with statements or Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEN team at Southend-on-Sea Borough Council.

Those pupils who have SEND but do not have a statement or EHCP are admitted via the normal school admission criteria.

Additionally schools have to provide details of the school specific offer this should reflect Southend Borough Council’s Local Offer which can be found at [www.southendinfopoint.org](http://www.southendinfopoint.org)

Needs		Support	Criteria
Communication and Interaction	Autistic Spectrum Disorders	<ul style="list-style-type: none"> <li>• Access specialist teaching advice from The St Christopher School</li> <li>• Social stories</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil being identified as having a social communication difficulty and is on the SEND register.</li> </ul>

		<ul style="list-style-type: none"> <li>• Individual Visual timetable</li> <li>• Calm and safe environment for calming down</li> <li>• Key LSA/mentor</li> <li>• Educational Psychology Service</li> </ul>	
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>• Access to Speech and Language specialist</li> <li>• Individualised speech and language programmes from Speech therapists</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil being identified as having a speech, language or communication difficulty and may or may not be on the SEND register.</li> </ul>
Cognition and Learning	Moderate Learning Needs	<ul style="list-style-type: none"> <li>• Interventions – small group and individual</li> </ul>	Pupils being identified as requiring additional support from adults in order to access the curriculum
	Specific Learning Needs	<p>Assessment to devise a bespoke programme of study</p> <ul style="list-style-type: none"> <li>• Education Psychology Service</li> <li>• Specialised programmes that develop co-ordination; gross and fine motor skills</li> </ul>	Pupils being identified as requiring additional support from adults in order to support their learning
Social, emotional and mental health difficulties	Social Needs	<ul style="list-style-type: none"> <li>• Social Skills groups</li> <li>• Pastoral Care Team</li> <li>• Buddy system on playground</li> </ul>	Pupil being identified as having social difficulties and may or may not be on the SEND register.
	Emotional and	<ul style="list-style-type: none"> <li>• Primary School locality Nurture</li> </ul>	Pupil being identified as having

	Mental Health Difficulties	<p>Bases</p> <ul style="list-style-type: none"> <li>• Access to school counsellor</li> <li>• Educational Psychology Service</li> <li>• Access to CAHMS</li> <li>• Rainbows support group</li> <li>• Self esteem program</li> <li>• Anger management program</li> </ul>	emotional difficulties and may or may not be on the SEND register.
Sensory and/or Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> <li>• Access to hearing impairment Specialist</li> <li>• Educational Psychology Service</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil being identified as having hearing difficulties and is on the SEND register.</li> </ul>
	Visual Impairment	<ul style="list-style-type: none"> <li>• VI specialist via Kingsdown Special School</li> <li>• Touch typing lessons</li> <li>• Physical environment audit</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil being identified as having visual difficulties and is on the SEND register.</li> </ul>
	Multi-Sensory Impairment	<ul style="list-style-type: none"> <li>• Risk assessment and individualised support</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil being identified as having multi-sensory difficulties and is on the SEND register.</li> </ul>
Medical Needs		<ul style="list-style-type: none"> <li>• Specialist support</li> <li>• Access to specialist nurses</li> <li>• Access to school nurse</li> <li>• Care plan</li> <li>• Medical room</li> <li>• Secure storage for medication</li> <li>• Health Care Plans</li> </ul>	Pupil being identified as having hearing difficulties and may or may not be on the SEND register.

