

The Local Offer

Our Lady & St. Hubert's Local Offer

Date: October 2019

This document is designed to set out clearly how this school meets children and young people's special educational needs. If you are reading this as a young person the provision expected to be in place for parents/carers, should be in place in this school for you.

- Children with special educational needs consistently make better progress than expected, based on their starting points.
- We have a highly skilled team of teachers and teaching assistants who receive on-going training to support children and identifying the most effective strategies to help all children make progress especially those with SEN.
- Children at Our Lady & St. Hubert's with SEN make significantly better progress than similar children nationally.
- During our latest OFSTED inspection in March 2014, the school was rated outstanding in all areas and particular note was made of the provision for children with SEN.

Universal Offer

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- The school informs you about their policies and approaches to learning, including how they work with children who have learning difficulties.

- The school welcomes you and your child and take the time to discuss your child's needs before they start school. Personal contact is made to parents by the teacher and the parent support worker.
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in some or all aspects of their learning.
- The school will be able to tell you about the programmes which they are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This information can be found in the school provision map. This includes literacy, numeracy, physical, emotional and behavioural programmes to support children's learning. We also offer support to allow a child with SEN to develop spiritually and sacramentally.
- The teachers and TAs who teach your child are able to accurately assess the level at which he/she is learning from Foundation Stage to National Curriculum at primary. Assessments are undertaken at least termly as well as ongoing day to day assessments.
- The teachers who teach your child are able to personalise learning (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support. Teachers have ultimate responsibility for children's learning.
- The teacher and TAs will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- The school will keep you informed about how your child is progressing at least termly through a written report detailing progress, a termly parents' evening and termly SEN meeting and will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person, you should always know how well you are doing and what you need to work on to improve further.
- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' in any area of the curriculum or tailor support to meet their Social and Emotional needs. The school will keep you informed if your child needs one of these interventions and work

in partnership with you to give it the best chance of being successful. However, it is school policy that any child needing additional help in an area of their learning may take part in specially design catch up programmes. Children who are gifted and talented also receive interventions to ensure their learning is extended.

- Interventions are wide and varied. At times interventions will support learning and at others, extend learning. Interventions will include different children at different times in order to meet unique needs. Parents will be regularly informed of their child's progress.
- School may ask you if they can consult with a speech and language therapist, advisory teacher, health professional or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour. School employs its own senior speech therapist who supports learning in school.
- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs Coordinator SENCo will talk to you about this. (All schools have to have a SENCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)
- The school will also be able to signpost you to support, advice and any extra curricular activities that may be available including support from the school's parent support worker.

Additional SEN Support Offer

The Department for Education provides every school with funding that is different for each school, but is to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for an EHC plan. What you could expect to see in school is set out below.

- The Government expects that all children should achieve “Mastery” for year 2, Key Stage 1, and then achieve “Mastery” for Year 6, Key Stage 2. School should discuss with you how their intervention programmes are helping to achieve these longer term goals and, if progress is slower, why this might be.
- If your child is not making progress in their learning or they exhibit additional social or emotional needs despite the school using all the strategies outlined at the Universal Offer then he/she may need a higher level of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- The school will continue to offer all the support and teaching strategies available at the Universal Offer level. The school will be able to tell you what programmes they have to support the core curriculum and wider social and emotional needs that they assess will support your child.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language, moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child’s needs.
- The school may ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. School employs its own senior speech therapist who supports learning in school.
- Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to the Inclusion Support Team](#)
- School may put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on aspects of learning or behaviour to be supported or extended. These programmes are of different length; you should be told how long the intervention will last and what progress is expected. Some of the interventions take place at the end of the school day.
- Children who receive pupil premium funding; for example Looked After Children, free school meal children and children with other additional needs will receive additional provision to meet their needs. This may

include one-to-one provision but may also include funding to provide extra staff, resources or activities to meet the needs of the children.

- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- You will be invited to a meeting which informs you about the programme or programmes to be used, why they have been chosen and what progress they are expecting your child to make. You should be invited to a termly review meeting to discuss progress.
- If your child has made progress then school will discuss with you:
 - whether there needs be a further period of intervention;
 - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the school should consult with outside agencies to seek further advice on strategies and programmes.
- If the outside agency make an assessment, you will be invited to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.
- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the programmes used and meet with you as a parents and should offer you a meeting at least once a term.
- If you are not happy about your child's progress ask for further meetings with staff in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about the school's response to meeting your child's needs you must first raise your issue with the head teacher. If you are still unhappy raise your concerns with the Chair of Governors at the

school. If you are still not satisfied then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help and can be contacted on 0121 500 4010.

Education and Health Care Plan

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education and Health Care Plan (EHCP). As a parent, you have the right to request an EHC plan. This begins with a meeting, a CAM (Community Assessment Meeting) between all parties involved with the child. School may also initiate this process. The meeting will be led by an educational professional, however the SENCO will coordinate the meeting, sending out invitations and finding a venue, if you wish. A decision will be made within six weeks of the meeting if it is appropriate to pursue an EHC plan. You will be notified of the decision.
- If it is decided that your child needs to apply for an EHC plan, a decision should be made within 20 weeks of the CAM. If an EHC plan is agreed it secures provision for the child from birth to 25 years.
- Your child will continue to be supported from the school's SEN resource while the assessment is completed.
- For most children this may be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHCP due to the complexity of their need.
- The EHCP will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child.
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and any other which is appropriate to their learning needs

- Many children who need an EHCP will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHCP is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHCP.
- If your child is not making expected progress then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

The School Improvement Plan includes the targets to improve outcomes for children with SEN.

The Equal Opportunities and Accessibility Plan includes key targets to improve outcomes for children with SEN.