St John's CE Primary Academy
Local Offer (26-27)

Universal Offer

The Universal Offer is what the school provides for all children:

- A broad, creative curriculum
- Quality first planning, teaching and learning
- Individualised assessments
- Annual reports
- Parent evenings
- Booster 'sessions' and interventions.

Additional Support for SEN

What the school provides for children not making excepted levels of progress:

- Small group work
- Focused interventions to address specific needs
- Regular monitoring to assess progress
- Involvement of outside professionals for advice (e.g. Educational Psychologist, Behaviour Support, Speech and Language etc).
- Regular opportunities to review progress with parents.
- See the SEN information report for details of how St Johns identifies, provides for and assesses progress.

EHC Plan (Education, Health and Care Plan)

What happens if children need specific/specialist support?

- The school may seek an Education Health Care Plan (EHC), in order to provide additional support for children with severe and complex needs.
- Provision includes highly tailored programmes of study, specific interventions as advised by outside professionals and possible access to specialist equipment.
- See the SEN information report for detailed descriptions on the EHC plan process.

Schools receive funding from the Department for Education to help them to put in programmes and support for children with special educational needs and/or disability.

If your child has a special need or disability we will:

- Meet with you to discuss concerns about your child's progress or wellbeing.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- Ask the Special Educational Needs Coordinator (SENDCo) to work with the teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
  The SEN information report has more details about our interventions and provisions.
- Check on progress at least once each half term.
- Take yours and your child's views into account.
- Arrange a time to meet with you at least once each term.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child. Please the SEN information report for further details.
- Talk to you if we think we need to consider asking the local authority to put in place an EHC plan for your child's needs because more advice/resources are needed to help your child to make progress.

The Accessibility Plan includes the following actions in respect of pupils with SEN and/or disabilities:

The school curriculum is carefully planned to meet the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges through differentiated and resources lessons across the whole curriculum
- ensuring all learning styles are planned for and explored
- overcoming potential barriers to learning through assessment for learning
- providing other curricular opportunities to meet the needs of individuals or groups of children
- Individual targets will be drawn up and maintained where appropriate for children with special needs and reviewed by the SENDCo, classroom teacher and parents on a regular basis (See SEN information report)
- advice and support will be requested for children with special needs to ensure the needs of all children are met (See SEN information report)
- collaboration between schools, children, parents and outside agencies will be sought to ensure the needs of the child are met.
- provision for all focus groups (including SEN children) to be mapped and reviewed on a termly basis.

Access:

For pupils with restricted mobility, there are ramps and toilet facilities with wide doors for easy access.

Further adaptations will be undertaken as the needs of existing pupils evolve and future pupils with differing needs join our school community.

The Learning Partnership

The best learning experience for your child requires collaboration between parents, the school and the wider community. We regard this as a priority and continually look towards ways to improve through:

- Operating an open door policy
- An appointed SEN Governor
- Highly visible SLT (Senior Leadership team)
- Termly parents evenings.
- Termly reviews in school for SEN children (See SEN information report).
- Parent questionnaires
- Parent Think Tank
- INSPIRE and parent workshops held in every year group.
- Family learning opportunities in the foundation stage and key stage one setting.
- Parental Invitations to Assemblies
- Local Church representatives performing assemblies
- Places of worship visited annually and festivals of different faiths celebrated in school.
- Coffee mornings
- Newsletters; text alerts; website
- Parent volunteers