**What is the ‘Local offer/SEND information for Our Lady Queen of Peace Catholic Primary School?**

All schools must publish a ‘local offer’ setting out information about the provision that is available for children in school who have special educational needs and disability (SEND)

Our local school offer will highlight the following:

1. The support available to all children with SEND at Our Lady Queen of Peace Catholic Primary school.

2. The targeted support services which are available for children with SEND who require additional short term support which is over and above that which we routinely provide (ordinarily available) in our school.

3. The specialist support services which are available for children with SEND who require specialised, longer term support.

Our local authority Worcestershire County Council, have also published a ‘local offer’ outlining provision available across all primary schools within the authority. For more information on this, please access the following website: www.worcesteshire.gov.uk

Related information site: Parent partnership Service – earlyhelp@worcestershire.gov.uk

**Ordinarily Available – what does this mean at Our Lady Queen of Peace Catholic Primary School?**

‘Ordinarily available’ is a framework and term which describes the entitlement of children and young people in Worcestershire main stream schools. It highlights what is the minimum entitlement to ordinarily available provision within our school. Within this document, ordinarily available provision will be illustrated.

**What are the areas of Special Educational Needs?**

The following information has been taken from the Code of Practice document and outlines the 4 main areas under the SEND umbrella:

1. **Communication & Interaction** – Children may have difficulties in areas of speech, language and communication. These children may need help to develop their linguistic skills as well as their communication skills. Specific learning difficulties such as dyslexia, an Autism Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism or physical/sensory impairment may also lead to communication difficulties.

2. **Cognition & Learning** – Children may have difficulties in acquiring basic skills of literacy or numeracy, in understanding concepts, low levels of concentration or under-developed social skills. This area also includes children with specific learning difficulties such as dyslexia (spelling and reading), dyscalculia (mathematics), dyspraxia (co-ordination) and dysgraphia (writing)

3. **Social, mental and emotional health** – Children may have difficulties in their social and emotional development, meaning that they need extra support in order for them to achieve. Specific needs such as problems with mood (anxiety/depression), self-harming, eating disorders, Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) are supported under this need.

4. **Sensory and/or physical** - Children may have difficulties accessing the curriculum as a result of physical or sensory needs. Children with Multi-Sensory Impairment (MSI) visual impairment (VI) or a hearing impairment (HI) may require specialist support to access their learning.

**Levels of Intervention**

For children at Our Lady Queen of Peace Catholic Primary school who have SEND, we provide 3 levels of interventions described as ‘waves of support’. These support daily access to the curriculum.

***Wave 1*** – Describes the ‘quality first ‘inclusive teaching which takes into account the learning needs of all children in the class. It includes providing differentiated work and creating an inclusive learning environment.

***Wave 2*** – Describes the specific, additional and time-limited interventions provided for some of our children who need to accelerate progress to enable them to work at or above the age-related expectations. They are often targeted at a group of children with similar needs.

***Wave 3*** – Describes the targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable the child to achieve their full potential.

**How do we assess the level of need for children with SEND at Our Lady Queen of Peace Catholic Primary school?**

At Our Lady Queen of Peace Catholic Primary school, we develop a ‘Graduated approach’ which is a cycle of assessment, planning and reviewing the learning needs of the children with SEND.

***Our Graduated Approach Cycle*** *= Assess needs – Plan – Do – Review*

***Assess needs*** – We monitor and review the progress and development of all our children through quality rigorous tracking and monitoring systems. High quality teaching, differentiated for individual children’s needs is the first step we take in responding to children who may have SEND.

***Plan*** – Where progress gives cause for concern through day to day quality first teaching and through our ‘Pupil Progress meetings’, we work in partnership with parents/carers to develop a plan ensuring that the children with SEND receive the right levels of support in their learning. This is shown through our ‘Provision Maps’ highlighting the needs of the child and the support received.

***Do*** – Our ‘Graduated Response’ cycle is led and co-ordinated by the school SENCO who is our named person with an oversight of SEND in our school. Our SENCO works closely with class teachers in ensuring that provision is aimed at the right levels for all of our children with SEND. We also engage with parents/carers within this cycle.

***Review*** – We continually review the targets, levels of support and impact of interventions for children with SEND. We measure the progress being made as well as identifying any ‘next steps’ in learning which may be required.

**What happens if a child with SEND does not make progress**?

Where a child continues to make little or below expected progress, or is not responding to the actions being taken within their provision map, we call upon the services of external professionals to advise and further assist. An Educational Health Care Plan (EHCP) might be required to support longer term learning for these children.

**Levels of Intervention and Expected Outcomes for children with SEND at Our Lady Queen of Peace Catholic Primary School**

Below highlights the levels of Interventions we provide in our school.

***Teaching and Learning – Environment and Groupings***

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| ***Wave of Intervention*** | ***Expected outcomes*** |
| |  | | --- | | **Wave 1 – inclusive strategies for ALL learners embedded in quality first teaching**  Mainstream class provision – inclusive provision  Regular reviews within day to day teaching and through regular Pupil Progress meetings  Variety of groupings within the class teaching eg – ability, mixed ability, support pairing, gender etc.  Flexible approach to groupings determined by the desired learning focus.  Differentiated planning, use of accessible learning objectives and success criteria.  Group adult support within sessions.  Measureable and achievable target setting.  Challenge and modelling within classrooms to develop learning.  Physical organisation of the classroom adapted to suit the intended learning, learners, activities.  Peer support and mentoring.  Resources available for children to access independently eg. Clearly labelled, writing slopes, pencil grips, word banks | | Evidence of Monitoring, Evaluation and Review  Evidence of challenge and modelling within the classroom to develop learning through lesson observations, planning scrutiny and lesson planning.  Evidence of whole school audit of needs in order to support learning within the class.  Monitoring the IMPACT of interventions on learners and their progress being made. |

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| |  | | --- | | Visual and physical resources available for support eg. Numberlines, 100 squares, alphabet strips, dictionaries etc.  Visual supports within the classrooms both whole class and/or individually/groups where needed eg. Visual timetables, individual task management boards outlining ‘Now and Then’ or ‘First, Next, Last’.  Visual timers eg. Sand timers, IWB stop clock etc.  Clear classroom rules, sanctions and rewards systems in place.  Quiet Areas/time out areas as needed within classrooms for specific learners. | |  |
| **Wave 2 – Targeted Time- limited Interventions and support for some learners**  Use of circle time/PSHCE lessons to reinforce expectations and to develop learning, social and emotional skills.  Use of Social stories where required.  Daily access to small group teaching for Literacy and Numeracy.  Individualised teaching programmes in short daily sessions eg. Turnaround programme, Word Aware  Some 1:1 sessions outside the classroom  Low stimulus work area  Speech and Language work led by trained TA within the school following guidance from SALT. |  |

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| Teacher mentoring  Access to Interventon programmes eg. First Class @ Number, Smart Moves.  Precision teaching to meet individual targets  Personalised, intensive, small group programmes to support Literacy and Numeracy skills.  Intensive reading schemes eg. Better Reading  EAL language work support through specialised TAs, language master resources, daily classroom resources such as word cards/jigsaws etc.  Phonic based interventions.  Language intervention programmes eg Language Link  Fine motor/gross motor skills development – Smart Moves Programme |  |
| **Wave 3 – Specialist support for a few learners with SEN**  Specialist teacher advice  Children and parent/carer involved in target setting and review of individual targets  1:1 adult support to access the curriculum for over 20 hours per week  Assessment and support programmes from external agencies eg. SALT, CAMHS, LST, BST, EPS CCN.  Timetabled access to support with flexible teaching arrangements to meet the needs of the individual child.  Timetable allows for reduced option to support learning.  Access to nurture group through our school Family Support worker.  Pastoral Support Plan (PSP)  Access to alternative provision whilst continuing on school role eg. Short stay facilities. |  |

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| ***Assessment, Planning & Review*** |  |
| |  | | --- | | **Waves of Intervention** | | **Expected Outcomes** |
| **Wave 1 – inclusive strategies for ALL learners embedded in quality first teaching**  Classroom observations identifying learning behaviours and needs of the children in class on a day to day basis.  Adjusting planning regularly to meet the needs of the children through ‘Assessment for learning’.  Screening for learning difficulties eg. Dyslexia pathway etc.  Effective tracking of the progress of all children through in school tracking system ‘SIMs’, as well as through regular Pupil Progress meetings.  Individual Provision Maps in place – monitoring of progress and reviewing individual targets.  Enhances resources and differentiated learning which monitors the IMPACT of provision on learning.  Transition arrangements are in place and used effectively throughout the school through ‘Move up days’, transition meetings between class teachers, Key Stages and high schools.  All staff record and measure the progress of all children with SEND in their classes.  Absence is recorded through the school Office, there is a whole school ‘Attendance Reward’ system in place also. | Accurate pupil progress data against baseline assessments is up to date and readily available.  Pupil progress is measured against SMART targets (***s***hort, **m**easureable, **a**chievable, **r**ealistic, **t**ime based targets)  IMPACT of interventions over time is evidenced and tracked through our Graduated Response cycle.  Evidence of Early Help Access is documented.  Self and Peer Assessment is regularly used to inform target setting.  Pupil Progress is monitored through regular Pupil Progress Meetings.  Mentoring of children’s targets is evidenced through the Assertive Mentoring programme.  There is evidence of an increasing personalised provision for children who need above and beyond that which is ordinarily available.  Attendance data reflects absence of all children and defined groups of children. This is tracked by SLT. |

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| **Wave 3 – Specialist support for a few learners with SEND** |  |
| External Specialist Advice contributes to ongoing assessment and review.  Multi-Agency approach through the Early Help Hub is provided for parents and class teachers.  High level of home-school communication and liaison in planning and reviewing targets.  Personalised programmes/targeted assessments includes the advice from external agencies. |  |

*Teaching and Learning – Curriculum Access*

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| ***Waves of Intervention*** |  |
| |  | | --- | | **Wave 1 – inclusive strategies for ALL learners embedded in quality first teaching**  Whole school Quality First Teaching is embedded.  Effective use of Pupil Progress meetings to further determine the learning needs of the children with SEND.  Planning is adjusted and reflected upon in order to meet the needs of the children.  Use of Assessment for Learning is embedded across the school.  Class teachers adjust the PACE of lessons for some learners.  Appropriate methods and resources are selected to cater for a range of learning styles.  Differentiated approach within lessons is at the heart of learning needs.  Increased use of visual tools to support learning eg. Timetables, task management boards etc.  Support tools for Literacy based learning eg. Wordbanks, coloured strips for reading, reading & writing slopes, toolkits, writing frames.  Support tools for Numeracy based learning eg. Numicon equipment, numberlines, toolkits, My Maths Interactive homework resource etc.  Paired Learning.  Repetition and reinforcement of key skills.  Curriculum tailored to meet the needs of the children with SEND. | | Systematic monitoring and tracking of children with SEND.  Evidence of our Graduated Response Cycle being in place.  IMPACT measures of targeted intervention.  Evidence of increasingly personalised provision being adapted to suit the child’s needs.  Evidence of the setting of SMART targets and progress against these.  Evidence of a flexible approach to timetable/curriculum learning.  Evidence that specialist advice has been incorporated within Pupil Support Plans. |
| **Wave 2 – Targeted Time- limited Interventions and support for some learners**   |  | | --- | | Effective and targeted ‘Catch up’ programmes eg. Better Reading, 1st class @ Number, Turnaround Programme, Word Aware etc.  Pre-lesson introductions and ‘Pre-Teaching’ will be used to prepare children for the lesson.  Targeted support through the use of HLTA and/or TA interventions to close learning gaps.  Nurture support for curriculum learning through our school Family Support Worker/Pastoral Support in school | |  |
| **Wave 3 – Specialist support for a few learners with SEN** |  |
| Provision of 1:1 intervention programmes supported by trained and skilled staff eg. Turnaround programme  Group teaching outside the main classroom environment with trained HLTA/TA leading.  Alternative methods of recording provided eg. Laptop, talk tins, scribe, signing etc.  Increasing adult:child ratio and time based support.  Planned and unplanned strategic withdrawal from class for skills based learning with HLTA/TA/Class teacher  Supervision a playtimes and lunchtimes of children to assist and support mobility needs.  Use of flexible and personalised timetable which may include a reduced timetable. |  |

***Staffing – Levels and Development***

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| |  | | --- | | **Waves of Intervention** | | **Expected Outcomes** |
| **Wave 1 – inclusive strategies for ALL learners embedded in quality first teaching**  All our staff meet current Teacher Standards and this is evidenced through Performance Management Reviews and Target setting.  Our staff know how to differentiate using appropriate approaches to enable the children to learn   |  | | --- | | Staff understand how a child learns through, physical, emotional, social and intellectual development.  All our staff are suitably qualified and experienced.  Staff are provided with opportunities for CPD in order to develop children’s learning over time.  All our staff have access to the school SENCO. | |  | | Clear records of all staff CPD.  Clear records of all interventions are kept, the member if staff involved and timescales. |
| |  | | --- | | **Wave 3 – Specialist support for a few learners with SEND**  Provision of additional 1:1 support up to 20 hours per week.  Possible specialist access may include the following:  Personal Care  Lunchtime/playtime supervision  Specialist teachers who come to support and advise  Support from OT, Speech and language therapists advising on suitable programmes. | |  |

***Pastoral Support at Our Lady Queen of Peace Catholic Primary School***

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| |  | | --- | | Pastoral Support – we have our own Family Support worker who works in a Part time capacity in our school as well as on going school pastoral support systems and programmes.  The following are in place to support the development of our children’s personal, social and emotional well being:  Achievement Assembly takes place each week to celebrate achievements in each class. This is not necessarily academic achievement.  Pupil mentors: Older children regularly pair up with younger children throughout our school.  We provide strategies to reduce anxiety and promote emotional well being through: Transition support, social stories, counselling services through our Family Support Worker.  Thrive programme. | |

***Agencies which support us at Our Lady Queen of Peace Catholic Primary School***

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| The following highlights the external agencies which our school works with to ensure that all the needs of all children are met:  Educational Psychologists  School Nurse  CAMS Cast  CAMHS – child and adolescent mental health service  Speech and Language Team  Occupational /Physio Therapists  Complex Communication Team/Autism Team  Learning Support Team (Chadsgrove)  Paediatric Services |

If you have any concerns about the learning needs of your child, please contact your child’s class teacher in the first instance.

For further advice please contact:

Mrs Maria Miles (Head teacher)

Mrs Cheryl Hampton (class teacher & Special Education Needs Co-ordinator SENCO)

(SEN Governor)

Email: senco@ourlady.worcs.sch.uk

School office: admin@ourlady.worcs.sch.uk