

# The Local Offer at St Gregory's Catholic Primary School

**This document is designed to set out clearly how we at St Gregory's ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential.**

"At St Gregory's School we strive to produce successful learners who make progress and achieve; confident individuals who lead safe and healthy lives; and responsible citizens who make a positive contribution to society."

We aim to develop each child's full potential, providing a broad, balanced and differentiated curriculum in compliance with the new National Curriculum 2014. We enable each child to become an independent learner by setting suitable learning challenges; by responding to each child's diverse learning needs and by overcoming any potential barriers that may hinder the learning of any individual pupil.

St Gregory's has an inclusive approach to teaching children with SEN and disabilities and our most recent Ofsted report stated that "Excellent provision sets pupils securely on the path to high achievement. Pupils leave the school with standards that are well above average."

## **Universal Offer - What St Gregory's Catholic Primary School provides for all children:**

This is what St Gregory's 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:

- We will inform you about our policies and approaches to learning, including how we work with children who have learning difficulties.
- We will welcome you and your child and take the time to discuss your child's needs before they start school.
- 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 learning.
- The teachers who teach your child are able to differentiate (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.
- Your child's teacher will use a range of resources, strategies and teaching methods to take account of any barriers to learning.
- We will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment. Your child will always know how well they are doing and what they need to work on to improve further.
- We will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. 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.
- We will be able to tell you about the interventions which we are able to offer, in addition to what is available day to day in the classroom. We have set out these interventions in our School Provision Map. (See the St Gregory's School Provision Map at the end of this document)
- We 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 be happy to talk to you about this.

- The school will also be able to signpost you to support, advice and any extra curricular activities that may be available.

### **Additional SEN Support Offer - What St Gregory's Catholic Primary School provides for those children not making expected progress.**

The Department for Education provides us with funding to support children with SEN. This funding means that most children's need for support and intervention can be met without the need for an Education, Health and Care Plan (previously known as a Statement of Special Educational Needs).

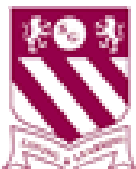
- If your child is not making progress in their learning or they have difficulty in managing their behaviour then he/she may need a higher level of support/intervention to help them make progress.
- We will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- The school will continue to offer all the support and teaching strategies available at the Universal Offer level. We will also tell you what programmes we can offer to support reading, writing, maths and emotional/behavioural difficulties that we believe will help your child.
- We will then put in place interventions which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. (See the School Provision Map at the end of this document for a full list of all the interventions we are able to provide).
- 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.

- 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.
- We may/will 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. 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](#)
- These measures should ensure that your child makes progress at the best possible rate but your child's teacher will continue to review the interventions used and give you regular updates.
- If we are still worried about your child's rate of progress we will talk to you about the possibility of asking the local authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.

**Education, Health and Care Plans/Statement of SEN:** *The school may seek an EHC Plan/Statement of special educational need in order to provide additional support for children with severe and complex needs.*

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an EHC Plan/Statement of SEN. If the LA agrees to begin the process; an EHC Plan/Statement takes 20-26 weeks to complete. Your child will continue to be supported from the school's SEN resources while the Statement is completed.
- For most children this is likely to 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 EHC Plan/Statement due to the complexity of their need.

- The EHC Plan/Statement 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 Single School Based Category of SEN which are appropriate to their learning needs
- Many children who need an EHC Plan/Statement 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 Statement 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 Statement.
- 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.



# St Gregory's Catholic Primary School – Whole School Provision Map



<b>Area Of Need</b>	<b>Wave 1 Provision</b>	<b>Wave 2 Provision</b>	<b>Wave 3 Provision</b>
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Differentiated Curriculum</li> <li>• Differentiated delivery</li> <li>• Differentiated outcome</li> <li>• Visual aids</li> <li>• Illustrated dictionaries</li> <li>• Use of writing frames</li> </ul>	<ul style="list-style-type: none"> <li>• Write Away Together</li> <li>• FLS</li> <li>• Springboard 3,4,5 and 6</li> <li>• Parent volunteers – Reading</li> <li>• Phonics catch up – Letters and sounds</li> <li>• Group support in Literacy</li> <li>• Group support in Maths</li> <li>• Enable</li> </ul>	<ul style="list-style-type: none"> <li>• Enable +</li> <li>• Sound Discovery</li> <li>• Speech and Language programme</li> <li>• 1-1 in class support</li> <li>• 1-1 withdrawal</li> <li>• Toe by Toe</li> <li>• Stareway to Spelling</li> <li>• Precision Teaching</li> <li>• Phonological Awareness (PAT)</li> <li>• STEMS</li> </ul>
<b>Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Structured school and class resources</li> <li>• Differentiated curriculum</li> <li>• Visual aids/timetable</li> <li>• Use of symbols and pictures</li> <li>• EAL resources</li> </ul>	<ul style="list-style-type: none"> <li>• Parent volunteers – Reading</li> <li>• Phonics catch up – Letters and Sounds</li> <li>• Group support in Literacy</li> <li>• Group support in Maths</li> <li>• FLS</li> <li>• Individual Timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Discovery</li> <li>• Speech and Language programme</li> <li>• 1-1 in class support</li> <li>• 1-1 withdrawal</li> <li>• Enable +</li> <li>• Toe by Toe</li> <li>• STEMS</li> <li>• PAT</li> <li>• Social skills/ Nurture groups</li> </ul>
<b>Behavioural, Emotional &amp; Social</b>	<ul style="list-style-type: none"> <li>• Whole school reward system</li> <li>• Class reward systems</li> <li>• Whole school and class rules</li> <li>• SEAL</li> <li>• Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>• SEAL</li> <li>• Small Group Circle Time</li> <li>• Time out</li> <li>• Social Stories</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1 with support staff</li> <li>• Anger management</li> <li>• 1-1 withdrawal</li> <li>• 1-1 in class support</li> <li>• Individual Behaviour Programme – Charts</li> <li>• Circle of Friends</li> </ul>
<b>Sensory &amp; Physical</b>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Teacher awareness of Sensory or Physical impairment</li> <li>• Support staff awareness of Sensory or Physical impairment</li> <li>• Differentiated resources</li> </ul>	<ul style="list-style-type: none"> <li>• Write-Dance</li> <li>• Large print text</li> <li>• Desk booster</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1 Withdrawal</li> <li>• Use of specific resources and equipment</li> <li>• VI – Large print</li> <li>• Brain Gym</li> </ul>