



## School Local Offer

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

St Peter's, Bratton is an inclusive school and may offer the following range of provision to support children with SEND

<b>Intervention</b>
<p>Social skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> <li>• This promotes independence and a 'can do' attitude to learning. Nurture Groups support our PSHE Policy.</li> <li>• We also work with inclusion mentors where necessary to support individual pupils.</li> </ul>
<p>Access to a supportive environment – IT facilities/equipment/resources</p> <ul style="list-style-type: none"> <li>• All resources are available to the children and are labelled appropriately. The children are encouraged to access them during their free time and once they have completed a task they learn to tidy away</li> <li>• Our outside provision is outstanding supporting all areas of the Early Years Curriculum alongside Forest School opportunities and a creative curriculum</li> </ul>
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> <li>• We provide language enrichment groups for identified children following professional intervention</li> <li>• We have the support of qualified Speech Therapists who set targets as a result of observations and reviews progress</li> </ul>
<p>Access to strategies/programmes to support occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> <li>• We support any referrals to these services and work with the professionals to provide resources as required or implement programmes as needed</li> <li>• We liaise with services to provide specific resources and intervention for children</li> <li>• Staff are trained in provision of the Cool Kids programme which helps to develop co-ordination and listening skills for pupils</li> </ul>
<p>Strategies to promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> <li>• We operate an open door policy whereby parents/carers can speak to a key teacher before/after the morning and afternoon sessions. For parents who are working fulltime we are happy to speak over the telephone when convenient</li> <li>• We visit most of the pre-schools and private Nurseries in July to support a smooth transition into our setting. Furthermore we provide support when our children move to Primary school.</li> <li>• Additional visits can be arranged if it is felt that a child will need extra support</li> <li>• Transition from Y6/7 is carefully planned with liaison between primary and secondary school staff taking place throughout the year to ensure a smooth transition of all pupils.</li> </ul>
<p>Strategies to support/develop literacy</p> <ul style="list-style-type: none"> <li>• The environment (inside and outside) is set out to provide plentiful opportunities to support literacy</li> <li>• We begin the Letters and Sounds programme, phase 1 in the first term and extend this into the children's daily learning</li> </ul>
<p>Strategies to support / modify behaviour</p> <ul style="list-style-type: none"> <li>• Strategies are provided to promote understanding of appropriate behaviour</li> </ul>

<ul style="list-style-type: none"> <li>• Inappropriate behaviours are addressed immediately and strategies agreed with parents</li> <li>• We adhere to a comprehensive behaviour policy which is available to parents and are happy to talk through strategies as the need arises.</li> </ul>
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> <li>• The environment (inside and outside) is set with plentiful opportunities to support numeracy</li> <li>• We offer an opportunity for parents to attend workshops about how children develop an understanding of numeracy</li> </ul>
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> <li>• We promote Quality First Teaching in maths – but organise intervention groups for those children who find maths difficult. This includes Tables Learning Groups at KS2 (i-pads)</li> <li>• We plan a personalised curriculum as appropriate</li> <li>• We adapt resources and the environment as required with the support of appropriate professionals</li> <li>• We are confident in supporting children with diabetes</li> <li>• All staff receive epi-pen training annually</li> </ul>
<p>Support/supervision for personal care</p> <ul style="list-style-type: none"> <li>• Extra lunchtime supervisors are employed as required</li> <li>• We liaise with school nurse to provide support for whole class and to give advice where necessary about individual pupils</li> <li>• See disability policy</li> </ul>
<p>Planning and assessment</p> <ul style="list-style-type: none"> <li>• Staff plan collaboratively to ensure all children’s needs are met through the curriculum delivery</li> <li>• Differentiated tasks allow children to achieve their own potential ( see Teaching and Learning Policy)</li> <li>• Assessments by staff are moderated in school and externally</li> <li>• Bromcom Data enables staff to monitor progress</li> </ul>
<p>Liaison/Communication with Professionals/Parents, attendance at meeting and preparation of reports</p> <ul style="list-style-type: none"> <li>• Our class teachers and SENCOs have overall responsibility for liaison with all necessary parties so that lines of communication are maintained</li> <li>• Provision Maps are drawn up when appropriate and targets are shared with parents/carers. They are encouraged to contribute to these.</li> <li>• CAF and TAC – we liaise with outside agencies as appropriate, through CAFLS</li> <li>• We are supported by Inclusion Mentors, who are linked with and work with specific children where necessary.</li> <li>• The LSAT visits school on a regular basis, working with individual children at SA+ and advising staff on how to meet their specific learning needs.</li> <li>• Where appropriate school take the advice of Educational Psychologists who may work with individuals or groups of children and undertake staff training to help them support pupils with specific needs.</li> </ul>

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs funding.

Parents views are important and essential to our way of working and here are some of our parents' quotations

- Sensitive, tailored care and support which has adapted to her changing needs as my child has grown. This has enabled my child to build a great deal of self-confidence, which is an important aspect in my child's level of independence. It has also allowed my child to feel fully integrated and valued in my child's class. I am confident that the support my child has received so far has created a solid and positive foundation upon which my child can continue to build education.
- The care and consideration my daughter has received has been superb allowing her to feel safe and confident at school. She has been able to learn to her full potential and she is included fully in school life. Me? I have felt confident every day leaving her in St Peter's care.
- Without the support of the school he would have not been able to progress as much as he has throughout the years being at this school.