



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

Intervention
<p>Social skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • This promotes independence and a 'can do' attitude to learning. Nurture Groups support our PSHE Policy. • We also work with inclusion mentors where necessary to support individual pupils. • Teaching Assistants have undergone training with an Educational Psychologist to explore anxiety and anger management issues children might face.
<p>Access to a supportive environment – IT facilities/equipment/resources</p> <ul style="list-style-type: none"> • All resources are available to the children and are labelled appropriately. The children are encouraged to access them during their doing time and once they have completed a task they learn to tidy away • Our outside provision is outstanding supporting all areas of the Early Years Curriculum alongside Forest School opportunities and a creative curriculum
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • We provide language enrichment groups for identified children following professional intervention. Children will have been assessed externally by the Speech and Language Team who may provide targets for us to support the child to work towards. • Speech and Language therapists come into school to review and monitor progress. • A member of staff is trained in the ELKLAN programme.
<p>Access to strategies/programmes to support occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • We support any referrals to these services and work with the professionals to provide resources as required or implement programmes as needed • We liaise with services to provide specific resources and intervention for children • Staff are trained in provision of the Cool Kids programme which helps to develop co-ordination and listening skills for pupils

Strategies to promote emotional wellbeing (including communication with parents)

- Parents can leave a message with a TA in the morning which is passed to the class teacher or can speak to teachers at the end of the afternoon sessions. For parents who are working fulltime we are happy to speak over the telephone when convenient.
- We visit most of the pre-schools and private Nurseries in July to support a smooth transition into our setting. If there is an identified SEND concern, where possible, both the Reception class teacher and the SENDCO will visit the placement.
- 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.

Strategies to support/develop English skills and understanding

- The environment (inside and outside) is set out to provide plentiful opportunities to support both reading and writing
- We begin the Letters and Sounds programme, phase 1 in the first term and extend this into the children's daily learning
- Children needing support in English are identified and work either in small groups for support or in specific intervention programs such as Precision Teaching

Strategies to support appropriate behaviour

- Strategies are provided to promote understanding of appropriate behaviour
- Inappropriate behaviours are addressed immediately, and strategies agreed with parents.
- We adhere to a comprehensive behaviour policy which is available to parents and are happy to talk through strategies as the need arises.
- We have links with the Linden Centre and staff have been trained to help address behaviour issues and explore ways forward.
- All teaching staff have completed an initial 3 hours of MAPA training and some staff have completed the full course.
- From September 2018, we have created a new role of Behaviour Mentor to support children who may need time to explore and understand how to play and work with others.

Strategies to support/develop Mathematical skills and understanding

- The environment (inside and outside) is set with plentiful opportunities to support numeracy
- Children needing support in Mathematics are identified and work either in small groups for support or in specific intervention programs such as Precision Teaching or the Power of 1

Provision to facilitate/support access to the curriculum

- We plan a personalised and differentiated curriculum as appropriate
- We adapt resources and the environment as required with the support of appropriate professionals
- We are confident in supporting children with diabetes
- All staff receive epi-pen and asthma training annually

<p>Support/supervision for personal care</p> <ul style="list-style-type: none"> • Extra lunchtime supervisors are employed as required • We liaise with school nurse to provide support for whole class and to give advice where necessary about individual pupils • See disability policy
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Staff plan collaboratively to ensure all children's needs are met through the curriculum delivery • Differentiated tasks allow children to achieve their own potential (see Teaching and Learning Policy) • Assessments by staff are moderated in school and externally • Bromcom Data enables staff to monitor progress
<p>Liaison/Communication with Professionals/Parents, attendance at meeting and preparation of reports</p> <ul style="list-style-type: none"> • Our class teachers and SENDCO have overall responsibility for liaison with all necessary parties so that lines of communication are maintained • Provision Maps are drawn up termly and targets are shared with parents/carers who are encouraged to contribute. • CAF and TAC – we liaise with outside agencies as appropriate, through CAFLS • We are supported by Inclusion Mentors, who are linked with and work with specific children where necessary. • 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. • 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.

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.