

This report was reviewed in consultation with parents/carers, children and young people over the course of the **Autumn Term 2021**.



LOCAL OFFER – September 2021

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Quest is a Trust of four primary schools in Wigan and an 11-19 school in Bolton; St Peter's C. of E. Primary School, Hindley, St John's C. of E. Primary School, Hindley Green, Hindley Green Community Primary School, St. John's C. of E. Primary School, Abram and The University Collegiate School in Bolton, are schools in which the teaching and learning, achievements, attitudes, well-being and spirit of purpose of every child is important. Our schools are places of learning, innovation and opportunity. All pupils are entitled to full access to the school and to a broad, balanced and relevant curriculum through the effective allocation of human, physical, digital and financial resources. Our aim is to create great learners and great future citizens who are enabled to thrive in the world of learning and work. .

What is the Local Offer?

The Local Offer was first introduced in a Green Paper (March 2011). The Green Paper set out its recommendations for revision of SEND provision for children and young people and recommended, ' a local offer of services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as options available to support families who need additional help to care for their child.' This has now progressed to a White Paper which became law in September 2014.

What does the Local Offer do?

With regards to Education, the Local Offer lets parents/carers and young people know how schools and colleges will support them and what they can expect across local settings.

The purpose of the Local Offer is to not only improve choice and transparency for families, but also to make provision more responsive to local need through the direct involvement of children, young people and their families.

During 2014, the Local Offer Steering Group developed questions for schools and trialled them in a small number of settings.

There were 14 questions devised in consultation with parents/carers and other agencies which reflect their concerns and interests. These were answered by agencies, schools and colleges to provide information to parents and carers to enable

The SEND Team consists of:

Mrs S. Bruton (Chief Executive Officer)
Mrs J. Adams (Director of Education)
Mr. J. Heatley (Principal, St. John's C. of E. Primary School, Hindley Green)
Mrs N. Green (Principal, St Peter's C. of E. Primary School, Hindley)
Mrs. L. Butcher (Principal, St. John's C. of E. Primary School, Abram)
Mr. T. Mooney (Principal, Hindley Green Community Primary School)
Ms. N. Glynn (Principal, UCS)
Mrs V. Klage (Inclusion Manager)
Mrs. S. Dempsey (Pastoral Co-ordinator, Hindley Green Community Primary School)
Mrs V. Aindow (Pastoral Co-ordinator, St. John's C. of E. Primary School, Abram)
Miss K. Birchall (Pastoral Co-ordinator, St. John's C. of E. Primary School, Hindley Green)
Mrs. L. Penkywicz (Pastoral Co-ordinator, St. Peter's C. of E. Primary School, Hindley)
Mrs. K. Scholes (Acting SENDCO, UCS)

The following pages outline QUEST's response to the 14 Questions. The questions have been split into boxes

How does the school know if children/young people need extra help?

We are always striving to identify children with SEN&D at earlier stages by:

- Teacher observation (behaviour and performance indicators)
- Expression of concern (from the pupil, parents/carers or an outside agency)
- Diagnostic teaching
- Information from parents
- Foundation Stage Profile
- Close links with Health Service via school nurse/G.P
- Considering progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- National Curriculum teacher assessments
- Performance against the level descriptions within the National Curriculum at the end of a key stage
- Standardised screening and assessment tools
- Information from other schools/previous schools
- Boxall Profile/Motional Tool

Although standardised tests are an aid in identifying a need, more often a child's needs are recognised by the class/subject teacher. These needs will be discussed with the Inclusion Manager/SENDCO and with the Principals at pupil progress interviews.

What should I do if I think my child/young person may have special educational needs?

If you think that your child may have special educational needs, you should make your concerns known to their class teacher at Primary level and to the form tutor or Key Stage leader at secondary level. He/she will then discuss your child's needs with the Trust Inclusion Manager/SENDCO so that strategies can be put in place to support your child.

How will school staff support my child/young person?

Once a child has been identified and placed on the SEN register, procedure, as set out in the Code of Practice 2015, is carefully followed. All registered children have access to the National Curriculum along with their peers, working at an appropriate level.

- Each child's education will be planned by the class/subject teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a child has needs related to more specific areas of their education, they will receive focussed support as part of an intervention group. The interventions will be reviewed regularly throughout the year by all involved to inform future planning.
- Occasionally a child may need more specialist support from an outside agency. Referral forms are completed in conjunction with parents/carers and submitted to the most appropriate agency. The child will be assessed and any recommended programmes of support will be followed up by school.
- QUEST is responsible for entrusting a named person to monitor Safeguarding and Child protection procedures. In our Trust, the named Designated Child Protection Co-ordinators are;
Mrs N. Green, St Peter's C. of E. Primary School, Hindley
Mr. J. Heatley, St John's C. of E. Primary School, Hindley Green
Mrs. J. Adams, Hindley Green Community Primary School
Mrs. L. Butcher, St. John's C. of E. Primary School, Abram
Mr. D. Morley, University Collegiate School

How will the curriculum be matched to my child's needs?

- Every child has their work differentiated by the class/subject teacher enabling them to access the curriculum at a level appropriate to their learning.
- If a child has been identified with SEN&D, a member of staff may be allocated to work with the child on a 1:1 basis or in a small focus group to target their specific needs.
- Where required, specialist equipment will be identified to support the children e.g. writing slopes, concentration cushions, pen/pencil grips.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Formal and informal assessments are carried out throughout the year to monitor progress. Parents are invited to contribute to IEP's and annual reviews.

IEP's are reviewed at least termly and more frequently for children with greater needs. Regular monitoring and review of provision takes place on a termly basis and IEP's and provision maps are reviewed, developed and monitored to take account of pupil's progress.

Opportunities are available throughout the year for parents to attend consultation evenings. They can also arrange to see teachers by appointment.

What specialist services and expertise are available at or accessed by the school?

At Primary level there is a school Link Teacher who can offer advice around supporting individuals with additional needs. At Secondary level, the Ladybridge link teacher visits the school regularly. Their role is to carry out assessments with children on the SEN register who have failed to progress at SEN Support and to provide support and advice on the most appropriate action and provision to be taken.

She also acts as an advisor on many aspects of SEN&D provision in school and on ways in which to secure Local Authority SEN&D funding.

The Educational Psychologist visits the school. His/her role is to assess children applying for Educational Health and Care Plans and to offer advice and support about all matters of SEN&D.

At Primary level, both the Link Teacher and the Educational Psychologist are involved in an annual planning meeting to determine the level of SEN&D

What support will there be for my child's overall well-being?

Every member of staff is committed to ensuring the well-being of all children. The Trust's Inclusion Manager holds the Diploma in Trauma and Mental Health Informed Schools (Practitioner Status). At our secondary school, there are twice yearly 'wellbeing weeks' led by the school SENDCO.

The Academy Trust offers a wide variety of pastoral support for children who are encountering emotional/social difficulties. These include:

- A Pastoral Co-ordinator / Manager / emotionally available adult at all five schools who is readily available for children who wish to discuss issues and concerns.
- Specific interventions and communication groups such as nurture sessions, Circle Time, Social Stories, Comic Strip conversations, 'Talking Partners' and 'Time to Talk.'
- Counselling/Mentoring sessions
- School nurse appointments
- A named CAMHS link worker allocated to each primary school
- Named professionals linked to individual students

Where required referrals will be made to specialist outside agencies such as the Speech and Language Service, Occupational Therapy Service, Educational Psychology Service and Child and Adolescent Mental Health Service (CAMHS).

Children with medical needs

If a child has a significant medical need a detailed Health Care Plan will be compiled with you and an appropriate member of staff. Where necessary this will be supported by an external healthcare professional.

- Health care plans are shared with all staff and are regularly reviewed.
- First aid training is regularly up-dated.
- Specific Healthcare training will be delivered by a healthcare professional to meet particular needs eg Epilepsy, Asthma, Epi-Pen, Diabetes training.

Our Intimate Care Policy and Supporting Children with Medical Conditions Policy also support our children's health and well-being.

What training are the staff supporting children with SEND having?

Every year, an on-going cycle of staff training is delivered or updated so staff have the appropriate skills to support our children. These have included training sessions on:

- Team Teach (positive handling/de-escalation)
- Attachment
- Sounds-Write (Phonics)
- Maths Recovery
- Autism
- Numicon (Maths)
- Peer Massage
- Positive behaviour management
- Boxall Profile/Motional Tool
- Talking Partners
- Talking Tables
- Therapeutic LEGO
- Precision monitoring

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

QUEST understands what a stressful time joining and moving schools can be. Therefore many strategies are in place to enable the child's transition to be as smooth as possible. These include:

- Meetings between previous or receiving nurseries/pre-schools, schools prior to the child joining/leaving
- Inspire sessions for new Reception children
- High School transition programme
- Additional High School visits for children who need extra time in their new school
- Information sharing between new schools
- Individual transition programmes for children with significant needs

How will my child be included in activities outside the classroom, including school trips?

We make every effort to include all of our pupils in all aspects of school life. Risk assessments are carried out and procedures are put in place to enable children to participate. If an intensive level of 1:1/2:1 support is required, a health & safety risk assessment will be carried out.

How accessible is the school environment?

All five of our schools are accessible to wheelchairs. Children who are hearing impaired have access to a loop system when necessary.

Our Equality Scheme and Accessibility Plan are regularly updated.

As a Trust, we are happy to discuss individual access requirements

All Trust policies are available from the QUEST website at www.questrust.org.uk

How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's need.

How is the decision made about what type and how much support my child will receive?

It is recognised that the needs of the great majority of pupils who have special educational needs can be met effectively under the school-based strategies, without statutory involvement of the Local Authority. Each school adopts a graduated approach to identification, assessment and planning and reviewing of pupils with special educational needs which has regard to the recommendations proposed in the Special Educational Needs Code of Practice 2015.

Support is allocated according to a child's individual needs based on a range of evidence including observations, teacher/test assessments and recommendations from outside agencies.

It can include

- Additional sessions before/after school
- Intervention groups
- 1:1 support
- Communication groups
- Nurture
- Precision teaching
- Counselling
- Behaviour support
- Outreach support
- Support from other external agencies

How are parents involved in the school? How can I be involved?

We encourage open, positive and regular contact with parents to share information, advice and practical help. The experience, knowledge and views of parents are invaluable in helping us to meet a pupil's needs. Parents are invited to contribute to IEP's and annual reviews and to meet class/subject/form teachers at parental consultation evenings.

The Inclusion Manager/SENDCO and teaching staff are happy to arrange meetings with parents at more frequent intervals when there is need. Immediate and pressing concerns can be conveyed by phone or email but for day-to-day matters at Primary school level, the use of Class Dojo and/or reading diaries are encouraged.

Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact your child's class teacher in the first instance.

St. John's C. of E. Primary School, Simpkin Street, Abram, Wigan, WN2 5QE –
Tel: 01942 703465

St. John's C. of E. Primary School, Atherton Road, Hindley Green, Wigan, WN2 4AD –
Tel: 01942 255396

Hindley Green Community Primary School, Thomas Street, Hindley Green, Wigan, WN2 4SS –
Tel: 01942 255406

St. Peter's C. of E. Primary School, Kildare Street, Hindley, Wigan, WN2 3HY –
Tel: 01942 258647

University Collegiate School, Deane Road, Bolton, BL3 5AG – Tel: 01204 928700