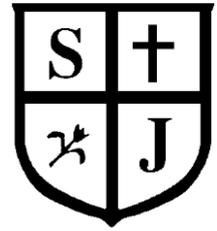
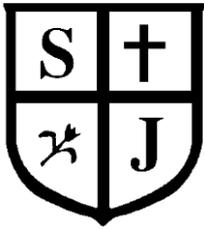


# St Joseph the Worker Catholic Primary School

*"A loving Christian family striving to achieve excellence"*



## Special Educational Needs Information

*At St Joseph the Worker Catholic Primary School we strive to support **all** children to enable them to achieve their personal best at school.*

*In order to do this many steps are taken to support them through their learning journey.*

*Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their full potential.*

### **The Special Needs Co-ordinator is:**



**Mrs. Shelley Sisk (Bed Hons, National Qualification for SEN)**

### **Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).**

*Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.*

*She liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.*

*She regularly has contact with a wide range of external agencies that are able to give more specialised advice.*

*If you have any concerns regarding SEN matters do not hesitate to contact her at school or on 477-8170.*

**Below is a glossary of the most used SEN terms you may encounter when discussing your child's SEND.**

<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASC</b>	<b>Autistic Spectrum Condition</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EHCP</b>	<b>Education Health Care Plan</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>ISR</b>	<b>In School Review</b>
<b>LA</b>	<b>Local Authority</b>
<b>LM</b>	<b>Learning Mentor</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Pastoral Support Programme</b>
<b>QFT</b>	<b>Quality First Teaching</b>
<b>SALT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>
<b>Wave 1</b>	<b>Universal – Quality First Teaching</b>
<b>Wave 2</b>	<b>Targeted support–small group/individual intervention</b>
<b>Wave 3</b>	<b>SEN Support (outside agencies involved)</b>

## **Children and Families Bill 2013**

*The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.*

*The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.*

*A child or young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*Part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.*

*All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.*

*This document outlines our School Offer and the SEN Information required as stated in the SEN Code of Practice.*

*We have set out our School Offer / SEN Information Report through a series of questions through which you can get more information.*

## **How does St Joseph the Worker Catholic Primary School know if children need extra help?**

*We know when pupils need extra help if:*

- ❖ concerns are raised by parents/carers, teachers or the child*
- ❖ limited progress is being made and targeted teaching has not met the child's needs*
- ❖ there is a change in the pupil's behaviour or rate of progress*

## **What should I do if I think my child may have special educational needs?**

- ❖ The class teacher is the initial point of contact for responding to parental concerns. The class teacher will raise your concerns with the school SENCO Mrs. Sisk*
- ❖ If you wish to discuss your concerns in further detail, you can make an appointment to speak to Mrs. Sisk at the school office.*

## **How will St Joseph the Worker Catholic Primary School support my child?**

- ❖ If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Initially each pupil's IEP will be planned by the class teacher. In order to access the curriculum at the appropriate level, it will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times per year. IEP's will either be discussed with parents at Parents' Evenings or through a review with all involved agencies. Parents will be provided with a copy of their child's IEP.*
- ❖ If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.*
- ❖ If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. At Wave 2 this will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.  
*These interventions will be recorded on the class provision map (this is a record of the interventions). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.**
- ❖ Pupil Progress Meetings are held each term. This is a meeting where*

*the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.*

- ❖ Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech & Language Therapy Team, Community Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.*
- ❖ The Governors of St Joseph the Worker Catholic Primary School are responsible for entrusting a named person, Mrs J Staunton, to monitor the provision for Special Educational Needs. She is responsible for:*
  - Making sure the school has an up to date SEN policy*
  - Making sure the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school*
  - Making sure that the necessary support is made for any child who attends the school, who has SEN*

### **How will I be informed of my child's progress?**

- ❖ You will be able to discuss your child's progress at Parents' Evenings.*
- ❖ Your child's class teacher may be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.*
- ❖ If your child has been identified as requiring additional support the school will set up a meeting to discuss this with you in more detail.*
  - 1. To listen to any concerns you may have.*
  - 2. To plan any additional support your child may receive.*
  - 3. To discuss with you any referrals to outside professionals to support your child's learning if appropriate and with your consent.*

### **How will you help me to support my child's learning?**

- ❖ We would encourage you to talk to your child's class teacher so that school and parents can work in partnership to support your child*
- ❖ Mrs. Sisk may meet with you to discuss how to support your child with strategies to use if there are specific difficulties.*
- ❖ A home/school contact book may be used to support communication with you when this has been agreed to be beneficial for you and your child.*
- ❖ If outside agencies or the Educational Psychologist have been*

*involved suggestions and programmes of study are normally provided that can be used at home*

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

*The school offers a wide variety of pastoral support for pupils who are encountering emotional or behavioural difficulties. The school Learning Mentors plays a key role in supporting such pupils.*

- ❖ Members of staff such as the class teacher, Learning Mentor and SENCO are readily available for pupils who wish to discuss issues and concerns.*
- ❖ Learning Mentor support is available for those who find lunchtimes a challenge.*

### **Pupils with medical needs**

- ❖ If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.*
- ❖ Staff can receive training for medical as appropriate.*
- ❖ Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.*
- ❖ There is a list of current members of staff qualified to administer first aid training in the reception area of the school.*

## **What specialist services and expertise are available at or accessed by the school to support my child?**

*At times it may be necessary to consult with outside agencies to receive their more specialised expertise. This would be done after discussions with yourself and with your consent. The professionals will work with you and your child to understand their needs and make recommendations.*

### **The agencies used by the school include:**

- *ASC Specialist Teacher*
- *Learning Support Teacher*
- *Child Protection Advisors*
- *Educational Psychologist*
- *CAMHS (Child & Adolescent Mental Health Service)*
- *School Attendance Service*
- *SIS (Sensory Impaired Service) to support pupils with hearing/visual Impairment*
- *Inclusion Team*
- *Social Care*
- *SALT (Speech & Language Therapist)*
- *OT (Occupational Therapy)*
- *Physiotherapist*
- *Community paediatrician*
- *School Nurse*
- *Family First/Stronger Families*
- *Inclusion Support Worker*
- *Continence Team*
- *EAL Specialist Teacher*
- *Parent Partnership Services*

*An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.*

*This involvement is generally planned at the schools termly planning and review meetings. These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of a these meetings is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.*

## **What training are the staff supporting children and young people**

## **with SEND had or are having?**

*Mrs. Sisk & Mrs Ryan both hold the qualification 'National Award for Special Educational Needs Co-ordination' Part of the SENCO's responsibilities is to support the class teacher and teaching assistants in planning for children with SEN. The school is committed to training staff to improve the teaching and learning of all pupils. This includes school training on SEN issues such as ASC, dyslexia ect. Individual members of staff may attend training courses relevant to the needs of specific children in their class.*

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

*Activities and school trips are available to all.*

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.*
- ❖ However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.*

## **How accessible is the school environment?**

*As a school we are happy to discuss individual access requirements and make reasonable adjustments whenever possible.*

*Facilities we have at present include:*

- ❖ Ramps into school to make the building accessible to all.*
- ❖ Toilet adapted for disabled users.*
- ❖ Wide doors for wheelchair access.*

## **How will the school prepare my child for transitions throughout their education?**

*Many strategies are in place to enable the pupil's transition to be as smooth as possible. We recognise that moving on can be difficult for a child with SEN.*

### **If your child is moving from or to another school or setting**

- ❖ Discussions between the previous or receiving schools prior to the pupil joining/leaving.*
- ❖ All parents and pupils are invited to visit their new school and to meet their new class teacher and children.*
- ❖ Additional visits are also arranged for pupils who need extra time in their new school.*
- ❖ Mrs. Sisk is always happy to meet parents/carers prior to their children starting the school.*

### **When your child moves classes in school**

- ❖ *Children will have the opportunity to spend time with their new class teacher in their new classroom through transition activities in the Summer Term.*
- ❖ *Information will be passed onto the new class teacher and discussions between class teachers will take place to discuss targets and strategies to meet the child's needs.*
- ❖ *If your child would be helped by a book to support their understanding of moving on this will be provided.*

### **In Year 6**

- ❖ *Secondary school staff visit pupils prior to them joining their new school and they are invited to meetings regarding the child's progress.*
- ❖ *Mrs. Sisk and the Learning Mentors liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.*
- ❖ *Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs. Sisk, the secondary school SENCO, the parents/carers and where appropriate the pupil.*
- ❖ *Where appropriate, additional transition visits can be arranged.*

### **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 needs.*
- ❖ *The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.*

***Resources may include deployment of staff depending on individual circumstances.***

### **How is the decision made about how much support my child will receive?**

- ❖ *These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.*
- ❖ *During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.*

### **How will I be involved in discussions about and planning for my child's education?**

*All parents are encouraged to contribute to their child's education.*

*This may be through:*

- ❖ *discussions with the class teacher*
- ❖ *during parents evenings*
- ❖ *during discussions with Mrs. Sisk, Mrs. Yates, Mrs. Meadows or other professionals*
- ❖ *parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.*

### **Who can I contact for further information?**

*If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO or Headteacher.*

***I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.***