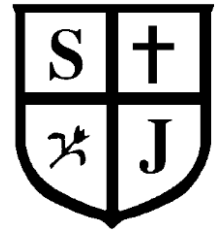
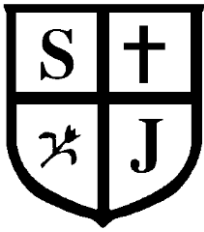


St Joseph the Worker Catholic Primary School

"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:



Miss. Shelley Lopez (BEd Hons, National Qualification for SEND)

Roles & Responsibilities of the Special Needs Co-ordinator (SENDCO).

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

Miss Lopez 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.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASC	Autistic Spectrum Condition
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
EAL	English as an Additional Language
EHA	Early Help Assessment
EHCP	Education Health Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
ISR	In School Review
LA	Local Authority
LM	Learning Mentor
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PMLD	Profound and Multiple Learning Difficulty
PPP	Personal Provision Plan
PSP	Pastoral Support Programme
QFT	Quality First Teaching
SALT	Speech & Language Therapy
SEMH	Social Emotional Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCO	Special Educational Needs & Disability Co-ordinator
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment
Wave 1	Universal – Quality First Teaching
Wave 2	Targeted support–small group/individual intervention
Wave 3	SEND Support (outside agencies involved)

Children and Families Act 2014

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

The Government has now embedded 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.*

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:

www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send

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 SEND Information required as stated in the SEND Code of Practice.

We have set out our School Offer / SEND 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 SENDCO Miss Lopez
- ❖ If you wish to discuss your concerns in further detail, you can make an appointment to speak to Miss Lopez at the school office.

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

The SEND Code of Practice (2014) categorises SEND into 4 broad areas of need.

- Communication and Interaction (needs may include expressive and receptive language difficulties, stammer ,social communication and social interaction needs)
- Cognition And Learning (needs may include moderate/severe learning difficulties, specific learning difficulties (SPLD) short/long term memory difficulties)
- Social Emotional and Mental Health Difficulties (SEMH) (needs may include ADD,ADHD, ASC, behavioural difficulties, anxiety and depression)
- Sensory and Physical Needs (needs may include visual impairments, hearing impairments, dyspraxia, sensory processing difficulties)

If your child is experiencing difficulties in any of the areas above St Joseph The Worker Primary will support your child through;

The SEND Code of Practice (2014) 6.44 states that SEN support takes the form of a four part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response.

Assess

- The class teacher will liaise with the SENDCO to carry out a clear analysis of the pupils needs based on teacher assessment, observations, prior progress and experience of the pupil and pupils views.
- Assessment will be reviewed regularly, termly through pupil progress meetings and meetings with parents. In the Early Years assessment will be reviewed every six weeks.

- Outside professionals from health/social services who are already involved with the child will be requested to liaise with the school to help inform the assessment process.
- Parents will be informed and consulted throughout the assessment process.

Plan

- After assessment, if it is decided that a child requires SEND Support, parents will be formally notified and invited into school for a meeting. The class teacher and SENDCO will agree with parents and pupils (where appropriate) the intentions, adjustments and support that will be put in place.
- All staff who work with the child will be made aware of the child's needs, their targets, strategies and interventions through meetings and one page profiles. A review date will also be set to review progress.
- Parents will be informed of how they can support their child with their targets at home.

Do

- The classteacher will work closely with the child and support staff to plan and deliver the planned support and interventions put in place, which is linked to classroom teaching whenever possible.

Review

- The impact and quality of support and interventions should be evaluated along with the views of the child (whenever possible) and their parents. Through termly pupil progress meetings, meeting with parents and SEND reviews, the classteacher and SENDCO will review the support in light of the pupil's progress and development, deciding on any changes to the support and targets.
- Parents will receive clear information about the impact of support and interventions provided during termly meetings.
- If a pupil has an EHCP their progress will be reviewed annually with all relevant agencies from health and social care invited to attend alongside parents and their child. Both parental and child views are recorded using the proformas provided by the LA.

- ❖ If a child has been identified as having a special need, they will be given a Personal Provision Plan (PPP). Initially each pupil's PPP 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 SENDCO three times per year. PPP'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 PPP.

- ❖ Work for SEND pupils is differentiated through high quality teaching to enable each child to access the curriculum at their own individual level and make progress. 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 measure their impact and 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 SENDCO.

- ❖ After assessment the impact and outcomes of interventions are discussed at termly pupil progress meetings and termly PPP review meetings. Formal records of progress are also recorded weekly on the schools intervention monitoring proforma. In light of assessment data and collaboration with the relevant professionals, the intervention in question may continue or be amended with new targets being set linked to the child's PPP

- ❖ 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 areas for concern 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 to monitor the provision for Special Educational Needs. The SEND governor is responsible for:
 - Making sure the school has an up to date SEND 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 SEND.

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

- ❖ You will be able to discuss your child's progress at Parents' Evenings and at termly PPP review meetings.
- ❖ 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 SENDCO 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.
- ❖ Miss Lopez 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's Learning Mentor plays a key role in supporting such pupils.

- ❖ Members of staff such as the class teacher, Learning Mentor and SENDCO are readily available for pupils who wish to discuss issues and concerns.
- ❖ The school's Learning Mentor, Mrs. Yates provides support and guidance for pupils who are experiencing difficulties with their social and emotional well being as well as pupils who are experiencing behavioural difficulties. Mrs. Yates may work with pupils as part of a small focused group or provide individual support depending on the needs of the child. Mrs. Yates can also make referrals to external agencies including the Mental Health Support Team and Listening Ear if your child requires specialist support.
- ❖ The school has trained play therapists and an ELSA who can also provide support to pupils.

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 needs 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 the child and staff member.

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*
- *Early Help Support Worker*
- *Inclusion Support Worker*
- *KOOTH Counselling*
- *Continence Team*
- *EAL Specialist Teacher*
- *Parent Partnership Services*
- *MHST (Mental Health Support Team)*
- *MYA (Merseyside Youth Association)*
- *Butterflies Bereavement*
- *Vibe*

The school buy in Educational Psychology support from Ms Louise Basson. 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. She will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

Parents will be invited to all meetings with external partners in school which review and assess the progress of their child. The school will signpost parents to any external help, support and training which will enable them to further meet the child's needs.

What training are the staff supporting children and young people with SEND had or are having?

Miss Lopez & Mrs Ryan both hold the qualification 'National Award for Special Educational Needs Co-ordination.' Part of the SENDCO'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 topics such as ASC,

dyslexia etc. 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.
- ❖ Hearing loop system
- ❖ Carpeting for pupils with auditory needs
- ❖ Low stimulus areas
- ❖ Sensory spaces

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.
- ❖ Miss Lopez 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 transition 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.
- ❖ Miss Lopez and the Learning Mentor liaise with the SENDCOs 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 Miss Lopez, the secondary school SENDCO, 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 and disabilities?

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

- ❖ The provision for SEND is funded through the main revenue budget for the school. Funds, including Pupil Premium funding are deployed to implement the school's SEND policy. The first 12 hours of each EHC Plan is funded out of the school's budget (£6000). The remaining hours are funded by the LA through their High Level needs budget.
- ❖ St Joseph the Worker Catholic Primary School has a Service Level Agreement with Knowsley Central School to provide support for children with Moderate Learning difficulties and Specific Learning Difficulties. At present Knowsley Central School provides advice and support for these children for the equivalent of one day per week.
- ❖ St Joseph the Worker RC Primary School aims to use this funding to provide non-contact time to enable staff to fulfill their duties under the Code of Practice.

- ❖ 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 circumstance.

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?

Parents will be consulted of any decisions made about their child's education through;

- ❖ discussions with the class teacher
- ❖ through PPP review meetings once a term.
- ❖ Annual review meetings for pupils with an EHCP
- ❖ during parents evenings
- ❖ during discussions with Miss Lopez and the Learning Mentor, Mrs. Yates, or other professionals
- ❖ parents are encouraged to comment on their child's PPP with possible suggestions that could be incorporated.

This will provide parents with a range of opportunities to work in partnership with the school for the best possible outcomes for their child, enabling them to make well informed decisions regarding their child's education whilst becoming involved in the daily life of the school.

Communicating with children and parents with EAL

As with all our pupils and their families the school strives to establish and maintain good relationships with the parents and carers of pupils with English as an additional language (EAL).

Children

- Provide children with verbal information using visual cues and prompts such as pictures and graphic organisers.

- Use non verbal gestures.
- Liaise with the EAL Service to best meet the needs of the child in lessons and reviews.

Parents

- Invite parents personally to meetings.
- Provide parents with the opportunity to have an induction meeting.
- Provide a translator if necessary for meetings.

For more information please refer to the school's EAL Policy.

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 your child's class teacher to arrange a meeting with the SENDCO or Headteacher.

Complaints

If a parent of an SEND child is not satisfied with the provision made for their child/children, the parent can seek an appointment with the child's class teacher and/or SEND Co-ordinator. If the parent is still not satisfied, after consultation with the above, the parent must make an appointment to see the Headteacher who may seek to discuss this with the Governing Body. If still not satisfied, the parent can contact the Knowsley Local Authority. This is in accordance with Section 29 of the Education Act 2002

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

