



## St. Mary's Catholic Primary School

### Local Offer



### Special Educational Needs and Disability (SEND)

St. Mary's Catholic Primary School is a fully inclusive school. We ensure that **all** pupils are included in all aspects of learning and school life throughout their time in school.

Our school family aims to fully develop the potential of everyone within our school community. In order to do this many steps are taken to support the children through every stage of their Learning Journey.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and or/assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parent/carers will be kept informed about this support.

Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support their needs are reflected in our Local Offer.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This offer is subject to change depending on budgetary constraints and policy review.

## **What is the Local Offer?**

Our Local Offer is information for parents and carers of children who have Special Educational Needs or a disability and for all those who support children with additional needs. The information outlines the support and provision they can expect to receive or access whilst attending our school.

## **How does St. Mary's define Special Educational Needs?**

At our school we adhere to the Special Educational Needs Code of Practice which outlines that:

***'A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them'.***

In line with the Code of Practice, at St. Mary's, the identification of SEN happens when:

A child has significant greater difficulty in learning than the majority of children of the same age

### **And/or**

When a child has a disability which prevents or hinders them from accessing the educational facilities within our school.

A child can have a Special Educational Need for a variety of reasons, some of which are listed below:

- Medical/physical/sensory needs
- Cognition and learning needs
- Emotional, social and behavioural needs
- Communication and interaction needs

## **Roles and Responsibilities of the Special Needs Co-ordinator**

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. They will liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. They will have regular contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEND matters, please do not hesitate to contact the school's SENDco.

### **Common questions that you may want to ask**

#### **Who are the best people to talk to about my child's difficulties with learning/SEND?**

1) Mrs Naylor will take on the role of SENCO from September 2021

#### **As SENCO she is responsible for:**

- Co-ordinating all the support for children with SEND and developing the school's SEND Policy to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that, as parents, you are involved in supporting your child's learning and are kept informed about the support your child is getting and how they are getting on. Your concerns and opinions will also be sought when planning ahead for the children.
- Liaising with all the people who may be coming into school to help support your child's learning e.g. speech and language therapy, educational psychology etc.
- Updating the school's SEND records and making sure that there are excellent records of your child's progress and needs.
- Providing support for teachers and support staff in the school so they can help your child achieve the best possible progress.

## 2) Class Teacher.

### **Your child's class teacher is responsible for:**

- Ensuring that all children have access to 'Quality First Teaching' and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need – this could be things like table top prompt sheets; simplified activities; the use of computers to word process if writing is difficult.
- Writing Individual Education Plans – IEPs and sharing and reviewing these with parents and the children once a term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child are helped to deliver the planned work/programme for your child, so that they can be the best they can be. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom.

3) Teaching Assistants (TAs) may be allocated to work more closely with some pupils with SEND.

### **A teaching assistant is responsible for:**

- A teaching assistant may be allocated to support a pupil with complex special needs or disabilities on a 1-1 basis. Others may support children within a small group setting. They will follow individualised plans to support your child and will be guided by the class teacher and SENCO.

4) Mr Leatherbarrow (SEND Governor)

**Our SEND Governor is responsible for:**

- Making sure that the school has an up to date SEND Policy.
- Making sure that 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 available (where practicably possible) for any child who attends the school.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure that your child achieves his/her potential in school.

**How does St. Mary's Birchley Catholic Primary School know if children need extra help?**

We know that pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

**What should I do if I think my child has special educational needs?**

The class teacher is the initial point of contact for responding to parental concerns. The class teacher may then refer you on to Mrs Naylor who is the SENCO or they may share your concerns with them themselves.

If you have concerns regarding behaviour then you should contact Mrs Hymers who is the named Safeguarding/Child Protection Lead in school. In her absence, concerns should be raised with Mrs Talbot-Davies.

## How will I know how St. Mary's supports my child?

- Each pupil's educational programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant.
- If a pupil has needs related to more specific areas of education, such as spelling, handwriting, numeracy etc. then a pupil may be placed in a small focus group. This will be run by either the teacher or teaching assistant. The length of time of the intervention will vary from case to case. Interventions are regularly reviewed and adapted when necessary.
- Pupil progress meetings are held regularly between the class teacher and headteacher. In these meetings the headteacher and class teacher discuss children who are a cause for concern and interventions are planned.
- Occasionally a pupil may need more expert support from an outside agency and a referral will be made – with your consent – to the most appropriate agency e.g. Language and Social Communication Service (LASC) & Speech and Language Therapy (SALT). After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The governors of St. Mary's are responsible for entrusting a named person – Mrs Hymers – to monitor Safeguarding and Child Protection procedures. She is also responsible for the monitoring the administration of the Disclosure and Barring Service Procedures and the school's Single Central Record.
- In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way.

## **How will the curriculum be matched to my child's needs and how will I know how well they are doing?**

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). 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 a year. IEPs will be reviewed termly and sent home for you to see.
- If appropriate specialist equipment may be given to the pupil e.g. fidget toys, pencil grips.
- If a child has been identified as having a behavioural need, a Behavioural Improvement Plan (BIP) will be created in conjunction with the child and parents.
- You will be able to discuss your child's progress at Parents' Evenings which are held three times a year. If you or your child's teacher are concerned about your child, and a more in depth discussion is needed, a separate appointment will be made for either before or after school.

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

- The class teacher may suggest ways of how you can support your child and additional activities will be sent home.
- Mrs Hymers/Mrs Naylor may meet with you to discuss how best to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies 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 difficulties. These include:

- Members of staff such as the class teacher and SENCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- Two Teaching Assistants are on hand every day to support children who need emotional support through the 'Chatterbox' system.
- A Nurture Room is available for those children who need a 'safe place' to access.
- School's PSHE/RSE curriculum 'Happy Healthy Me' enables all children to explore their emotions and to develop their emotional literacy skills.

Pupils with medical needs:

- If a pupil has medical needs then a 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 receive asthma, EpiPen and diabetes training delivered by the appropriate nursing team.
- Where necessary, and in agreement with parents/cares medicines are administered in school, but only in line with the school's policy on administering medication and where a consent form is in place to ensure the safety of both child and staff member.
- All TAs and some midday staff have 1<sup>st</sup> Aid Training. 12 members of staff are defibrillator trained.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- LASC – Language and Social Communication
- Child Protection Advisors

- Educational Psychologist
- CAMHS – Child and Adolescent Mental Health Service
- Inclusion Team
- Social Services
- Speech and Language
- Occupational Therapy
- School Nurse
- Behaviour Intervention Team

All schools have access to an educational psychologist. They would normally only work directly with pupils whose 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 Multi Agency Meeting (Planning Meeting). These meetings are held three times a year between school staff and other professionals. The aim of the planning meeting is to gain an understanding of and try to resolve a pupil's difficulties. In order to help them understand the pupil's educational needs better, the psychologist will generally meet with the parent before the assessment and give feedback after the assessment has been completed. They will offer advice to the school and parent/carers on how to best support the pupil in order to move their learning forward.

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

Staff attend any relevant training sessions to help them best support the children with whom they work. Examples of this may include:

- Dyslexia training
- Work station training for ASD children
- Speech and Language training

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

We are a fully inclusive school. Activities and school trips are available to all. Risk Assessments are carried out and procedures are put in place to enable all children are able to participate.

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

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

ramps into school, 1 toilet and shower adapted for disabled users, wider doors in some parts of the building

## **How will the school prepare and support my child when joining St. Mary's or transferring to a new school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are arranged for pupils who need extra time in their new school.
- ASD children photograph their new school/classroom area and the staff who will be working with them. They will make a picture book to share with parents before their move.
- Mrs Hymers is always willing to meet parents/carers prior to their child joining the school.
- High School staff visit pupils prior to them joining their new school.
- Mrs Hymers and the Y6 staff will liaise with the SENDCO from the high school to pass on information.
- Where a pupil has more specialised needs, a separate meeting may be arranged with Mrs Hymers, Mrs Naylor and the High School SENDCO, the parents/carers and where appropriate the pupil.

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on the 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 the deployment of staff – depending on individual circumstances.

## **What is an EHC Plan and what happens if my child requires one?**

If your child's level of need is of a high/complex level, school and/or parents/carers may decide to apply for an EHC Plan. (Educational and Health Care Plan) An EHC Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC Plans identify education, health and social needs and set out the additional support needed to meet those needs. A thorough assessment process will take place before the LA decides whether a plan is appropriate/necessary to support the child.

If you require any further information, please contact the school office to arrange a meeting with the appropriate staff members. We are more than happy to answer your questions. 01744 678610

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We are here to provide excellent educational provision for your child. Our aim is for every child to reach their maximum potential and for them to be safe and happy in school.