

St Theresa's Catholic Primary

Local Offer

Special Educational Needs and Disability (SEND)

St Theresa's Catholic Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school.

'We strive to support all children to enable them to achieve at school.' In order to do this many steps are taken to support them through 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. Parents / 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.

Roles and 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.

We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEND matters do not hesitate to contact us.

There are many SEND terms that are abbreviated which can lead to confusions (even for us!). Below is a glossary of the most used SEND terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MAM	Multi Agency Meeting
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENco	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Below are St Theresa's Catholic Primary School's responses which provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

1. Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs & Disability (SEND)

- Mrs Rankin (SENDco)
- She is responsible for:
 - Co-ordinating all the support for children with Special Educational Needs & Disability (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school
 - Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
 - Part of planning ahead for them.

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Education Psychology ect.
- Updating the school's SEND Records of Need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.
- Mr Mullins (Head of Safeguarding)
- He is responsible for:
 - Safeguarding – Ensuring that every child is safe in school with regard to any aspects of their lives with may pose a threat they are uncomfortable or unhappy with.
 - Child Protection – Ensuring that staff's working environment is safe and that they are free and able to undertake their professional practice without any obstacles or distractions which might impede that.
 - The welfare of LAC
 - Ensuring children have access to an adult in school who they can trust and share any fears and concerns they may have.
 - Letting Identified Adult parents know that they can come to in confidence with regard not merely to child's education but on needs as well.
- Class Teacher
- He/ She is responsible for:
 - Ensuring that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
 - Checking on the progress of your child and identifying, planning and delivering any additional help you child may need (this could be things like targeted work, additional support, adapting resources ect) and discussing amendments with the Inclusion Manager / Deputy Head as necessary.
 - Writing Individual Education Plans (IEPs), and sharing and reviewing these with parents as least once each term and planning for the next 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 in school are helped to deliver the planned work / programme for your child, so they can achieve the best possible progress. 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 and for all the pupils they teach with any SEND.
- Teaching Assistant (TA) may be allocated to some pupils with SEND
 - A teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/ or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed initially to the class teacher and/ or Inclusion

Manager. Of course, as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback.

- Sara Johnson (Head Teacher)
- She is responsible for:
 - The day to day management of all aspects of the school, this includes the support for children with SEND.
 - She will give responsibility to the SENDco, Head of Safeguarding and Child Protection and Class Teachers but is still responsible for ensuring that your child's needs are met.
 - She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Mrs Molyneux (SEND Governor)
- She 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 for any child who attends the school who has SEND
 - Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his / her potential in school.

2. How does St Theresa's Catholic Primary School know if children need extra help?

- We know when 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 may have special educational needs?
 - The class teacher is the initial point of contact for responding to parental concerns
 - If you have concerns then contact Mrs Rankin who is the SENDco
 - If you have concerns regarding behaviour then contact Mr Mullins who is Head of Safeguarding and Child Protection

3. How will I know how St Theresa's Catholic Primary School supports my child?

- Each pupil's education programme will be planned by the class teacher. 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.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills ect then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. 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, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDco.

- 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 Children's Therapy Team, Paediatrician ect. 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 Theresa's Catholic Primary School are responsible for entrusting a named person, Mr Mullins to monitor Safeguarding and Child Protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure and Barring Service Procedures and the school's Single Central record. In a support and challenge roll the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

- 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 (TAs) 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 Educational Plan (IEP). 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. IEPs will be discussed with parents at Parents' Evenings.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pens/ pencils grips or easy to use scissors.
- 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. Targets will be set according to their area of need. These will be monitored by the class teacher and Mr Mullins daily. A three way process : Child → Parent → School.

5. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parent's Evenings.
- Your child's class teacher will 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.

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

- The class teacher may suggest ways of how you can support your child.

- Mrs Rankin and/ or Mr Mullins may meet with you to discuss to how support your child with strategies to use if there are difficulties with a child's behaviour/ emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

6. 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, Home School Mentor (Mr Mullins) and SENDco are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
 - After school clubs are available every day night to support children socially and emotionally.
 - Mr Mullins (Head of Safe Guarding & Child Protection) is on hand every day to support children who need emotional support.
- Pupils with medical needs
 - If a pupil has medical needs than 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 receive Epipen training delivered by the school nurse.
 - 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.
 - A number of staff have 1st aid training.

7. 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
 - CAST (Child and Adolescent Support Team)
 - CAMHS (Child and Adolescent Mental Health Service)
 - AAP (Previously known as Educational Welfare Officers)
 - Inclusion Team
 - Social Services
 - Children's Therapy Team (Speech and Language / Occupational Therapy)
 - Alder Hey Hospital (Paediatricians)
 - School Nurse
 - BIT – Behaviour Improvement Team
- 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 how 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 where appropriate, other professionals. The aim of a MAM 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. He / She will offer advice to the school and parent/ carers on how to best support the pupil in order to their learning forward.

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

- Different members of staff have received training related to SEND. These have included sessions on:
 - How to support pupils on the autistic spectrum.
 - How to support pupils with social and emotional needs.
 - How to support pupils with speech and language difficulties.
 - How to support pupils with physical and co-ordination needs.
 - How to support pupils with sensory difficulties.
 - How to support pupils with dyslexic tendencies.

9. 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.

10. 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 to make the building accessible to all.
 - 1 toilet adapted for disabled users.
 - Wide doors in some parts of the building.
 - We ensure that equipment used is accessible to all children regardless to their need.

11. How will the school prepare and support my child when joining St Theresa's Catholic Primary School 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 also arranged for pupils who need extra time in their new school.

- Mrs Rankin/ Mr Mullins are always willing to meet parents/ carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Rankin will liaise with the SENDco's from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Rankin/ Mr Mullins, the secondary school SENDCO, the parents/ carers and where appropriate the pupil.

12. How are the school's resources allocated and matched to 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 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.

13. 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 assessment 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.

14. 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 evening
 - During discussions with Mrs Rankin or Mr Mullins

15. Who can I contact for further information?

- If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the appropriate staff members.

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

Individual Targets:

Scaffolding e.g. writing frames, story maps
Additional resources if appropriate

Access to a supportive environment – IT facilities / equipment/ resources (inc preparation):

Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning.

Use of interactive whiteboards

Regular access to computers, laptops and iPads

Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources. Supportive computer games.

Strategies to support / develop Numeracy:

Targeted small group support in class

Withdrawal of small groups or individual pupils for additional Numeracy support

Use of support resources such as Numicon

Provision of table top resources to ensure that learning is multi-sensory and practical

Strategies to support / develop literacy including reading:

Small group reading support in class through guided reading and individual reading.

Reading support outside of class from volunteers.

Additional small group literacy support from Teaching Assistant.

Differentiated and multi-sensory activities.

Handwriting development programme implemented through KS1.

Provision of table top packs, containing high frequency work mats and phonics sound maps.

Daily Phonics Work – RWI

Individual RWI tutorials

Strategies to support / modify behaviour:

Consistent school wide implementation of the school's behaviour policy SEN registration of those pupils who behaviour difficulties are persistent and constitute a barrier to learning. Provision will include close collaboration with parents/ carers, home/ school book to ensure daily communication between home and school, daily behaviour oversight by school staff. Wide range of pastoral support to support children's behaviour in and beyond the classroom including support from Pupil Parent Mentor. Where a pupil's behaviour deteriorates because of inadequate response to the above provision a referral will be made to one or more of the following agencies: Behaviour Improvement Team, the EP, CAMHS.

Strategies to enhance self-esteem/ promote emotional wellbeing:

Circle Time

Regular liaison between staff including children's centre when there are concerns regarding individual families / children.

Collaboration and communication with all external professionals involved with children as appropriate e.g. GPs, CAMHS and external agencies.

Educational psychologist works closely with referred children and their parents.

Open door policy for parents.

Family learning programmes

Support/ Supervision at unstructured times of the day including personal care:

Trained midday meals supervisor in the lunch hall and playgrounds.

Midday meals supervisor initiating and supporting activities during lunchtime.

Responsible people (Year6s) helping on the playground.

Strategies/ Programmes to support Physical needs:

Assessment by and intervention from an occupational therapist on referral.

Implementation of recommendations by occupational therapist or physiotherapist by an allocated member of staff.

Provision of support resources such as writing wedges and pencil grips.

Overlays.
<p><u>Access to medical interventions:</u></p> <p>Meetings with SENDCO and the school nurse Wide range of support between staff and midday meals supervisors trained in First Aid Staff training in the administration of support and/ or medication for Anaphylaxis and Epipen use. Liaison with medical professionals for children with ongoing treatment. Folder with photographs of child and detailing the child's condition and required medication made available to all staff. Individual protocols for children with significant medical needs.</p>
<p><u>Strategies/ programmes to support speech and language:</u></p> <p>Assessment by and intervention from a speech and language therapist on referral. Additional support and interventions within class – Speech Links / Word Shark Implementation of Speech and Language programmes by TAs</p>
<p><u>Planning and Assessment:</u></p> <p>Class Provision maps Individual targets (IEPs) Differentiated learning activities Multi- sensory opportunities Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils. CAF referrals to external agencies/ social care as required. Co-ordinated planning between class teacher and teaching assistant for pupils of SEND. Regular assessment of progress and achievement against national expectations and individual targets.</p>
<p><u>Engagement with parents/ carers – Liaison/ communication with parents:</u></p> <p>Opportunities to meet the teacher at the start of the academic year. Open door policy for parents to meet class teacher or senior management. Regular progress meetings with parents/ carers by class teacher and SENDCO. Meetings convened where a pupil's/ family's needs are assessed as significant with Multi Agencies. Support for parents who have concerns.</p>
<p><u>Arrangement for specialist expertise in and outside school:</u></p> <p>Early identification of needs requiring referral to external professionals. Regular communication and information sharing with an extensive range of external agencies. Sharing of professional reports with parents.</p>
<p><u>Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEND:</u></p> <p>Regular pupil progress meetings. Monitoring of individual targets. Teacher and TA observations. Pupil interviews. Analysing data through in school tracking system. Regular meeting with parents/ carers to review child's progress.</p>

Please note

- At times the school may purchase additional support services from the Health and Local Authority. These are time limited resources and may not be available each academic year.
- Services to whom we refer have variable waiting times and apply their own criteria for acceptance.