



St Theresa's Catholic Primary School

'To Do The Little Things Well'

Headteacher: Mrs S Johnson (BA Hons NPQH)

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SEND Report 2019/2020

Special Educational Provision

Our school provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014.

These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Identification and Assessment of Pupils with Special Educational Needs

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At St Theresa's Catholic Primary School children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Information from parents and any previous schools or Early Years provision.
- Evidence obtained by teacher observations and assessments. Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- The use of standardised screening or assessment tools.
- Reports or observations from outside agencies.
- The monitoring of interventions and their impact.

- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

School's Policies for making Provision for Pupils with Special Educational Needs

The school recognises that children are at different levels in their development and learn in different ways. To support all children, the school delivers a wide, varied and differentiated curriculum.

Teachers and learning support staff may work with children in discreet, small group settings during lesson time, offer one-to-one support where appropriate and sometimes can provide intervention groups outside of the classroom.

A range of resources to support the four areas of need set out in the SEN Code of Practice 2014 are provided within an inclusive environment.

We understand that children learn at their own pace so we use both formal and informal assessment to monitor progress.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. Children's personal social and emotional development is supported in school through our RE schemes of work and the PSHE topics.

We are also able to offer support to our pupils and parents through a pastoral Lead who is also our head of safe guarding and child protection.

We are a Catholic school and our ethos encourages Christian moral values, positive behaviours and a shared mutual respect. We have an anti-bullying policy which is upheld in school by pupils and staff.

We have a School Council for children to share their views and ideas.

We have access to some specialist services and outreach providers that can work with school to support social, emotional and mental health difficulties.

Provision mapping is carried out by the class teacher and SENCO and impact of provision and interventions is measured through discussion with teachers, parents, pupil's views and monitoring of pupils individual progress trackers. Progression and evaluation is reported to the governor with responsibility for SEND. There are termly and annual reports to the governing body and SEND information report is posted on the school website to be reviewed annually.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator; Deputy Headteacher (Mrs Rankin). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENCo and Deputy Head oversee the progress of any child identified as having SEND
- There may be an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations.

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3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENCo to discuss support in more detail if required.
- Some children will have an IEP (Individual Education Plans) and others maybe working in a small group therefore will have group map this will be shared with you and your child (age appropriate)

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The head of safe guarding and child protection will also work closely with children who need pastoral support.
- The school currently has a specialist Well-being practitioner coming into school on a weekly basis for all classes and those children with additional needs.
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENCo.

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent with specific instruction for the adult who will administer the medicine. The medicines should be handed into and collected from the school office. An audit of the medical forms will take place throughout the year to ensure procedures are being followed.
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- A number of staff hold first aid qualifications, which are updated regularly.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Plan (IBP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with St Helens Behaviour and Inclusion Services, including providing 'home' support to parents if necessary e.g. bespoke 'Triple P' parenting sessions.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve other professionals.
- The school are also able to support families in making contact with other agencies who can provide appropriate support.
- Positive incentives and rewards are used to promote attendance and behavior.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IEPs or IBMPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted as a councilor as well as hold other positions of responsibility, by their class or teachers.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility policy
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the staff car park.
- Accessible toilet facilities are available (this room also has a wet room where changing facilities could be installed)
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Idl cloud, Beat dyslexia.
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age related expectations and that the gap is narrowing between them and their peers.
- By reviewing children's targets in group or individual IEPs and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.

- Through children moving off the SEN Register when they have made sufficient progress
- parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- For children with special educational needs we adopt a graduated response. This means we record concerns about a pupil and determine a timescale for additional support. Progress will then be monitored and reviewed with parents regularly. If appropriate we will apply for further support from external agencies.
- Family learning activities are held for all parents at a variety of times of day.
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation.
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND they may be part of an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.
- All parents will be invited to Parent/teacher meetings by appointment in the 3 terms. Transfer meetings take place in the Summer term, when parents also receive a written report.
- Parents are invited to participate in meetings with outside agencies and other professionals for reviews.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations (which still exist) and age related expectations on a half-termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year N, R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.

- Pupil Progress Meetings are held each half term between each class teacher and the Head teacher or Deputy Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- Children with language difficulties are assessed at key points to enable us to monitor progress we use Talk Boost in reception and Early Talk Boost in Nursery.
- The Headteacher and SENco report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENco and attends briefing sessions They also report back to the Governing Body (see section 6).

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school offers extended services, school clubs are provided during after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.
- During Lunchtime (twice a week) there are yoga sessions and knitting sessions. These are sessions to support children with mental health/bereavement/social and emotional needs.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging or a home school book.

- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other or home visits are carried out.
- A transition form is sent to all pre-schools and other schools prior to children transferring to St. Theresa's. The Headteacher/Teachers will visit settings where it is felt there is a need.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools...
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. The SENCO, teaching and support staff can access training through LA and Teaching School Alliance. Training is needs led and is given to staff to meet the needs of all the children attending the school at any point in time.
- A number of named staff are first aiders and are trained.
- Staff learn how to identify a child who has a learning difficulty, mental health problems, ADHD etc.
- Individual teachers and support staff have attended the following training:
 - Dyslexia
 - Beat Dyslexia
 - Team Teach Training
 - Sensory Training
 - Numeracy and Literacy
 - Read Write Inc
- The school SENCO has attended numerous training sessions regarding changes within special educational needs and the impact this will have upon schools. As a result of such

training, the school SENDCo has been able to feedback to staff. Changes have therefore been made across the school to accommodate for these adjustments in legislation.

- Specialist expertise is gained from external services such as St. Helens LA, Educational Psychologists, LASC, HI and BIT.
- Training and CPD is highly regarded and this is seen as an ongoing process.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- The specific training held by staff includes: TEAM TEACH, speech and language, attachment and Wave 3 interventions.
- The school also operates an internal training programme for support staff, facilitated by the subject leaders, SLE's, Deputy and Headteacher. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled on a weekly basis.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the school website, including within the SEND policy.
- Further information is available from the SENCo, Deputy Headteacher (Lianne Rankin) Headteacher or, in exceptional circumstances, the SEN Governor.
- The school has a complaints policy, which is available on the policy page of the school website.
- You might also wish to visit the following websites:
 - St Helen's Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: <https://www.sthelens.gov.uk/schools-education/sen-the-local-offer/>
 - Contact Parent Partnership Service: <http://cds.sthelens.gov.uk/information-support/sen-parent-partnership/>

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

School SENCO Mrs L C Rankin
Contact Number 01744678652

15. Allocation of Resources

Resources are allocated effectively according to the need of groups and individuals. For example we use our funding to purchase Service Level Agreements with providers of specialist support as appropriate. Where appropriate, we meet a child's individual needs by delivery of specific interventions. Funding is also used for whole school and individual staff training to enable needs to be met within a child's class.

17. Complaints

If you are not happy with the SEN provision at the school then please contact the class teacher, SEND coordinator or the Head teacher to share your concerns. If you wish to make a complaint please follow our school complaints policy which you can request a copy from our school office.

Strategic Plans for Developing and Enhancing SEND Provision

Strategic plans for developing and enhancing SEND provision in our school next year include evaluation of data, pupils and parent feedback, planned lesson observations and learning walks.

Relevant school policies underpinning this SEN Information Report include:

List policies that reference SEN (e.g. SEN Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy)

Date presented to/approved by Governing Body:

March 2015

Updated and reviewed September 2016

Updated and Reviewed September 2017

Updated and Reviewed September 2018

Updated and Reviewed September 2019

The Local Offer

Our School Local Offer can be found on our website

<http://www.sttheresascatholicprimary.com/>