



# Our Lady's Catholic Primary School

## Special Educational Needs Information Report

### Introduction

As a Catholic Primary School we firmly believe that our faith is central to all we undertake and that all our policies will reflect our central mission "Living and Learning in Faith." This School Offer for Special Educational Needs helps us to focus in on the techniques we employ to make a fundamental impact on the quality of the relationships we aim to develop and the spiritual, physical and intellectual development of the children in our care.

### Mission Statement

The aim of our school is:

To provide a loving Catholic environment which will help each individual member of the school family grow morally, spiritually and academically in the love of Jesus Christ.

This means we aim to meet our children's needs in the light of the Good News of Jesus Christ that God loves us all. This is found in the life of the school through:

- The quality of relationships based on love, care, respect and trust.
- Prayer, reflection and celebration
- Learning and teaching that enables children to reach their full potential.
- Partnership between home, school and parish.

### ***"LIVING AND LEARNING IN FAITH"***

### School Offer for Special Educational Needs

Our vision is to provide the very best education for every child in Our Lady's Catholic Primary School so that they succeed and are well prepared to move onto their next phase of schooling.

We will do this by:

- supporting our leaders to be highly effectively in leading school improvements.
- supporting our teachers and support staff to be outstanding practitioners – providing high quality teaching so that every child learns and makes progress.
- providing a curriculum that is broad, rich and balanced; focussed on developing knowledge and skills; and meets the needs of every child.
- providing learning opportunities that are inclusive, engaging and stretch every child.
- ensuring that all children make at least the expected level of progress – with many exceeding – and all achieving their full potential.

- listening to the children and taking their views into account.
- working with parents to enable them to contribute to their children’s learning.
- working with other schools and the wider community to ensure that we maximise on the learning opportunities that they can provide for our children and staff.
- valuing and respecting children from all faiths and beliefs – and taking into account their beliefs when planning for their learning and the learning of others.
- ensuring that all that we do is underpinned by a strong Catholic ethos that guides and informs the actions of children, staff and governors.

Our Lady’s Catholic Primary School has a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will oversee the day to day provision for pupils with SEND. They will also support teachers and teaching assistants to provide quality first teaching which takes account of particular individual needs of pupils with SEND in the classroom.

## 1. ‘Areas of Need’ explained

AREA OF SPECIAL EDUCATIONAL NEED	Relating to difficulties with:
<b>Communication and Interaction</b>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain concentration.</p> <p><b>Understanding/Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech/Expressive Language:</b> May need simplified language and limited vocabulary. Ideas/conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<b>Cognition and Learning</b>	<p><b>May have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> </ul>

	<ul style="list-style-type: none"> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<b>Social, Mental and Emotional Health</b>	<p><b>May have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
<b>Sensory and /or Physical</b>	<p><b>These pupils may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical condition</li> <li>• Gross/fine motor skills</li> <li>• Visual/hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building or equipment</li> <li>• Over sensitivity to noise/smell/light/touch/taste</li> <li>• Toileting/self-care</li> </ul>

## 2. The stages of intervention available at Our Lady's Catholic Primary School

The school provides a gradual response to each child dependent on the level of need. These are referred to as 'stages of intervention'.

What does that mean?

- **Stage 1: Universal Provision** - Quality first teaching at the correct level for the child.
- **Stage 2: Targeted Provision** - Small group work for those pupils who need support to achieve expected levels over time.
- **Stage 3: Individualised Provision** - Focussed, individualised programmes for pupils working well below age expected levels in any of the four areas of need.

<b>Teaching Approach</b>	<b>Whole School Approach (1<sup>st</sup> Quality Teaching)</b>  <b>Stage 1: Universal Provision</b>	<b>Targeted Support For individuals or small groups</b>  <b>Stage 2: Targeted Provision</b>	<b>Specialised Intervention for those with additional needs</b>  <b>Stage 3: Individualised Provision</b>
	<ul style="list-style-type: none"> <li>• Access to a varied and stimulating curriculum</li> <li>• Use of different individualised teaching approaches</li> <li>• Hands on learning</li> <li>• School trips</li> <li>• Good use of visual and practical learning</li> <li>• Remove all potential barriers for all pupils while also providing support for pupils during learning activities</li> <li>• A range of technology to support and aid quality teaching</li> <li>• Consideration of differing culture and beliefs</li> <li>• Setting groups with other children</li> <li>• Small guided groups</li> <li>• Opportunity for guided and independent work</li> <li>• Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving</li> <li>• Dyslexia friendly classrooms.</li> <li>• Extra adult in every classroom. These are used in a variety of ways- to work with specific groups to provide extra support for groups and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics groups</li> <li>• SERI</li> <li>• 1:1 reading</li> <li>• Comprehension groups</li> <li>• Handwriting groups</li> <li>• Spelling</li> <li>• Bright Maths</li> <li>• Homework Club</li> <li>• 1:1 Tuition where needed</li> <li>• Booster groups</li> <li>• SENDCo observation/assessment</li> <li>• Parent discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised Learning Plan/Access Plan</li> <li>• Support/advice from outside agencies</li> <li>• At this point a child may be registered as receiving SEN support.</li> <li>• If a child has complex needs or is not making the expected progress over time despite additional input and support the school may decide to seek advice from an educational psychologist</li> <li>• In discussion with parents a decision may be made to apply for statutory assessment in order to get an Education or HealthCare Plan.</li> </ul>

<b>Communication and Interaction Needs</b>	<b>Whole School Approach (1<sup>st</sup> Quality Teaching)</b>  <b>Stage 1: Universal Provision</b>	<b>Targeted Support For individuals or small groups</b>  <b>Stage 2: Targeted Provision</b>	<b>Specialised Intervention for those with additional needs</b>  <b>Stage 3: Individualised Provision</b>
	<ul style="list-style-type: none"> <li>• AS ABOVE</li> <li>• Drama/Role play</li> <li>• Outside theatre groups/shows and workshop</li> <li>• A range of technology to support learning</li> <li>• Outdoor learning/activities</li> <li>• Puppets</li> <li>• Full inclusion in all school assessment and tasks</li> <li>• Clear verbal instructions/explanation which</li> </ul>	<ul style="list-style-type: none"> <li>• Additional speaking and listening groups</li> <li>• Communication boards</li> <li>• Makaton</li> <li>• Learning Mentor</li> <li>• Referral to Parent Partnership (as required)</li> <li>• SENDCo observation/assessment</li> <li>• Additional ICT use of audio/visual</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Speech and Language Therapist (SALT)</li> <li>• Teaching Assistants who can deliver individualised programmes</li> <li>• SENDCo assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

	<ul style="list-style-type: none"> <li>can be simplified along with visual or concrete support</li> <li>Visual timetables and flashcards</li> <li>Makaton</li> </ul>	<ul style="list-style-type: none"> <li>Parent discussion</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of progress on interventions</li> </ul>
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<b><i>Cognition and Learning</i></b>	<b>Whole School Approach (1<sup>st</sup> Quality Teaching)</b> <b>Stage 1: Universal Provision</b>	<b>Targeted Support For individuals or small groups</b> <b>Stage 2: Targeted Provision</b>	<b>Specialised Intervention for those with additional needs</b> <b>Stage 3: Individualised Provision</b>
<ul style="list-style-type: none"> <li>Moderate learning needs</li> <li>Specific Learning Difficulties, including dyslexia and dyscalculia</li> </ul>	<ul style="list-style-type: none"> <li>Use of different individualised teaching approaches according to needs</li> <li>Hands on learning</li> <li>School trips</li> <li>Good use of visual and practical learning</li> <li>Remove all potential barriers for all pupils</li> <li>Appropriate quality resources</li> <li>Positive learning environment</li> <li>A curriculum delivered appropriate to level of ability and understanding</li> <li>Access to a full and broad curriculum</li> <li>Consideration of home, culture, language and heritage</li> <li>Promotion of a positive attitude towards learning and behaviour</li> <li>Motivation to help build a positive self-esteem, increase concentration</li> <li>Dyslexia friendly classrooms</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo observation/assessment</li> <li>Parent discussion</li> <li>Learning Support Service assessment/advice</li> </ul>	<ul style="list-style-type: none"> <li>Learning Support Service</li> <li>Personalised learning Plan/Access Plan</li> <li>Fully inclusive curriculum</li> <li>SENDCo assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

<b><i>Sensory and Physical Needs</i></b>	<b>Whole School Approach (1<sup>st</sup> Quality Teaching)</b> <b>Stage 1: Universal Provision</b>	<b>Targeted Support For individuals or small groups</b> <b>Stage 2: Targeted Provision</b>	<b>Specialised Intervention for those with additional needs</b> <b>Stage 3: Individualised Provision</b>
<ul style="list-style-type: none"> <li>Hearing Impairment</li> <li>Visual Impairment</li> <li>Multi-Sensory Impairment</li> </ul>	<ul style="list-style-type: none"> <li>Whole school approach</li> <li>After school clubs</li> <li>Outside play areas/swimming</li> <li>A fully inclusive and differentiated class/curriculum approach according to individual needs</li> <li>Audit of environment to consider adaptations (as required)</li> </ul>	<ul style="list-style-type: none"> <li>Motor Skills United</li> <li>Handwriting practise</li> <li>Extra 1:1/small group activities</li> <li>Targeted small group/individual interventions to address specific needs such as: self-help</li> </ul>	<ul style="list-style-type: none"> <li>Access and liaison with the Occupational Therapist</li> <li>Access and liaison with the Physio Therapist</li> <li>SENDCo assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

<ul style="list-style-type: none"> <li>Physical Needs</li> <li>Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>Modification of organisation, routine and environment</li> <li>Access to a base for therapy if required</li> <li>Access and liaison with the school nurse</li> <li>Lessons differentiated to include both sensory and physical disabilities</li> </ul>	<ul style="list-style-type: none"> <li>skills, touch typing and independence</li> <li>Physical aids where necessary or where advised by specialists</li> <li>Parent discussion with SENDCo</li> </ul>	<ul style="list-style-type: none"> <li>1:1 support if required</li> <li>Personalised Learning Plan</li> <li>SENDCo to lead provision</li> <li>A place for time-out or exercise if necessary</li> <li>Extra support and access to appropriate interventions when needed</li> </ul>
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<b>Social, Mental and Emotional Health</b>	<b>Whole School Approach (1<sup>st</sup> Quality Teaching)</b> <b>Stage 1: Universal Provision</b>	<b>Targeted Support For individuals or small groups</b> <b>Stage 2: Targeted Provision</b>	<b>Specialised Intervention for those with additional needs</b> <b>Stage 3: Individualised Provision</b>
<ul style="list-style-type: none"> <li>Moderate learning needs</li> <li>Severe Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>All pupils can confidently grow in a safe, caring, supportive and purposeful Christian environment that enables the development of relationships based on mutual respect and understanding as according to our school values and Catholic ethos</li> <li>Small group activities to address needs</li> <li>Opportunities for children to talk about any fears, confusion and guilt</li> <li>Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children</li> <li>Provision to explain and discuss about the events and circumstances surrounding the parental mental health problems</li> <li>Continuity of care and minimal disruption of routines during a crisis</li> <li>Breakfast Club</li> <li>Visual timetables</li> </ul>	<ul style="list-style-type: none"> <li>Regular Pastoral Input from Learning Support Assistant</li> <li>Behaviour Logs/Charts</li> <li>Time out</li> <li>Parent discussion with SENDCo</li> </ul>	<ul style="list-style-type: none"> <li>Referral to HYMs (Healthy Young Minds)</li> <li>Referral to Primary Jigsaw</li> <li>1:1 support</li> <li>Full inclusion in all school assessment and tasks</li> <li>SENDCo assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

Special educational provision is educational or training provision that is **additional to or different** from that made generally for other children of the same age. We believe that children should not be routinely segregated from their class teachers and peers but included as much as possible within their class. However at times it may take the form of additional support from within our school or from specialist teachers trained to support children with SEND.

At Our Lady's Catholic Primary School, we strive to support **all** pupils to enable them to achieve the very best that they can at school. All our pupils receive quality first teaching. This means that a range of teaching and learning approaches are used and that appropriate learning objectives are set for all pupils with a curriculum matched to their needs.

All our classes are supported by teaching assistants and pupils are also offered small group work or catch up programmes if needed. Some pupils are supported to develop their social skills or to improve their emotional well-being.

The progress and attainment of every pupil is reviewed every half term by the Senior Leadership Team at which time provision may be adjusted to meet identified needs. You will be informed about your children's general progress through Parents' Evenings that take place twice a year and through a detailed written report on your child at the end of the year. If your child has a SEND Support Plan you will meet termly to review it.

If your child continues to have difficulty after interventions or has a high level of additional need when they join the school, they may be considered to have Special Educational Needs. You may have concerns about your child and feel that they need additional help. This leaflet has been designed to inform you of the types of support available for your child at Our Lady's Catholic Primary School. It will give you information on who can help and how this support can be accessed.

### *Children and Families Bill 2013*

*The Children and Families Bill is taking forward the government's commitment to improve services for vulnerable children to support strong families. It underpins wider reforms to ensure that 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 (SEN).*

### *The Local Offer*

*The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.*

In order to make our offer for Our Lady's Catholic Primary School accessible and user friendly, we have structured the information around a set of Frequently Asked Questions.

### **How does the school know when a child needs extra help?**

At Our Lady's Catholic Primary School, children are identified as having SEN through the following ways:

- Admissions information provided by parents and previous schools and settings
- Concerns are raised by the parents/carers, teachers or the child

- Ongoing marking and assessment by the class teacher identifying lack of progress or concerns in certain areas of the curriculum or through in-house language and motor skills assessments
- Observations by staff in school identifying barriers to learning, including social/behavioural concerns including changes, behaviour, speech and language concerns or difficulties with motor skills
- Information provided by external agencies including health diagnosis through paediatrician, speech and language assessments or through Early Help and Prevention teams that offer support to families

### **What should I do if I think that my child may have Special Educational Needs?**

- Speak to your child's class teacher. They are normally available after school for informal conversations but can make a longer appointment with you at a time that is mutually convenient.
- If you have further concerns, contact Miss Sharp (SENDCo) or Mrs Anna Core (Headteacher). Appointments can be made through the School Office (Telephone number: 0161 480 5345)
- In some cases, Miss Sharp, the SENDCo, will complete an EHA (Early Help Assessment previously known as a CAF - Common Assessment Framework) with the parents/carers to get a fuller picture of your child's needs and to prioritise their needs. The Early Help Assessment can then be used, with parental permission, to refer to outside agencies like speech and language so that a more specialised assessment can be completed. In some cases, if several barriers to a child's learning are identified, then a TAC (Team around the Child) meeting will be arranged where relevant agencies are invited along with parents/carers to plan a package of support to help your child.

### **How will Our Lady's Catholic Primary School support 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 phonics, numeracy, literacy, speech and language, social skills development or motor skills, then the pupil will be placed in a small intervention group. This will be run by the class teacher, a specialist teacher or one of our teaching assistants. The length of time of the interventions will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to check the effectiveness of the provision and to inform future planning for the pupil.
- 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.



- The class teacher will meet with you at Parents'/Carers' evening in the Autumn and Spring Term and is available to meet with you following end of year reports. The class teacher and SENDCo are available to meet you to discuss ongoing concerns and to update you on progress with interventions.
- Occasionally a pupil may need more expert support from an outside agency such as Learning Support Service, Speech and Language Service, Occupational Therapy service, Educational Psychologist, Behaviour Support Service or Primary Jigsaw. A referral will be made, with your consent, and forwarded to the most appropriate agency. The criteria generally used for a referral to the School Educational Psychologist will usually be when the child has had two cycles of support from the Learning Support Service or the child has had two terms of support from a Behaviour Mentor. After a series of assessments, a programme of support is usually provided to the school and parents/carers. This could include additional advice for the class teacher or more specialised one-to-one support within school, including additional one-to-one support from a teaching assistant to support your child in class.
- Our SENDCo oversees all support and progress of any child requiring additional support.
- The governors of Our Lady's Catholic Primary School are responsible for entrusting a named person, Mr Allerton, to monitor SEN and Mrs Gould to monitor Child Protection procedures. The responsibility of the governors is to provide both support and challenge to the Headteacher and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The governors monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

### **How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with SEN, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. For some children with significant additional needs, this could include a personalised timetable to accommodate additional interventions that they need.
- Teaching assistants may be allocated to work with the pupil in a one to one or small interventions group to target more specific needs.
- If a pupil has been identified as having SEN, they will be given a Support Plan. Targets will be set according to their area of need. These will be discussed with parents/carers and the pupil. The targets will be monitored by the class teacher and reviewed each term during the year with parents and the pupil.
- If appropriate, specialist equipment may be arranged for the pupil to aid their learning eg, pencil grips, easy to use scissors, specialist seating or cushions.

### **How will I know how my child is doing?**

- You will be able to formally discuss your child's progress at Parents' Evenings but are welcome to make an appointment to speak to your child's class teacher, Miss Sharp (the SENDCo), or Mrs Core (Headteacher) whenever you have a concern.

- Your child will receive a detailed written report at the end of each academic year. In addition, all parents with children who have an identified special need, will meet with the class teacher (and in some cases, specialist teachers providing additional support) on a termly basis to review and update SEND Support Plans. This may be done during one of the formal parents' evenings that takes place during the year.
- Appointments with Miss Sharp or Mrs Core can be made by contacting the School Office on 0161 480 5345.

### **How can I work with the school to support my child's learning?**

- The class teacher may suggest ways of how you can support your child at home. This is in addition to home learning advice which is provided each half term and information meetings on helping your child with reading or maths.
- You may be given specific advice to support your child's learning further during Review meetings which are held to discuss progress and to set new targets for learning
- Miss Sharp, the SENDCo, or Mrs Core may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour or if they need additional support to improve their emotional health or well-being. This could include signposting you to a member of the Primary Behaviour Support Service or Primary Jigsaw to offer more specialist advice.
- If your child meets criteria and 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?**

Our Lady's Catholic Primary 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, teaching assistants or the Senior Leadership Team are readily available for pupils and their parents who wish to discuss issues and concerns.
- Lessons are planned for all year groups to support understanding of feelings and emotions, along with where to access support if needed.
- Mrs Nicklin, our SEN TA, works with small groups and individual children on a variety of nurturing activities, including time for children to discuss their concerns, developing social skills with, and supporting transition to secondary school for some pupils that need additional time to support a successful transition.
- Specialised support for some pupils through Primary Behaviour Support Service and Primary Jigsaw. This can include one to one support for a number of sessions,

normally taking place within the school day, along with support and advice for parents and carers.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

- We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions.
- This is understood by children and staff and followed consistently.
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and pupils and are outlined in their Individual Behaviour Plan (IBP). This is reviewed on a regular basis with the class teacher, parents/carers and the pupil.
- Behaviour needs that are consistent or of a high level of concern are recorded and then referred directly to the Headteacher. Parents/carers are contacted so that school and home can work together to improve behaviour.
- Our exclusion rate is very low. It is reported to governors termly. On the very rare occasions that we have made an exclusion we have seen a long term improvement and parents/carers have ensured that this is an effective measure by supporting us.
- Our administrative team works closely with the Education Welfare Officer to monitor lateness and attendance. We have regular Team Around School meetings with our School Age Plus Worker and allocated Social Workers who also support improving low or persistent absence.
- The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome obstacles to full attendance. This could include TAC (Team around the Child) meetings to support a family to improve their child's attendance.

### **Pupils with medical needs**

- Our Lady's School's Medical Conditions in School Policy is in line with guidance from the Local Authority and can be found on our website.
- Staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. This includes asthma training and has included training on the use of epi pens when needed.
- If a pupil has a specific medical need, then a detailed Care Plan is compiled with the school nurse and in consultation with parents/carers.

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

- Our lower ground floor school environment is fully accessible and includes rooms that are used for small group interventions.
- There is a disabled toilet with facilities for those children with additional needs.
- We have a strong link with the Ethnic Diversity Service to enable us to support children with English as an Additional Language.

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

- We believe that all children should be included in all parts of the school curriculum.
- We aim for all children to be included on school trips and will endeavour to provide the necessary support, making reasonable adjustments.
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for. This may include additional one to one support to enable a child to take part in a trip.
- In the very unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be arranged that will cover the same curriculum areas.

## **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 more specialised expertise to help school and parents/carers to best support their child. These can include:

GPs

School Nurse

Educational and Clinical Psychologists

Paediatricians

Speech and Language Therapists

Occupational Therapists

Sensory Support Service

Physiotherapists

Ethnic Diversity Service

Signpost Young Carers

Social Services

Learning Support Services (LSS)

Behaviour Support Services (PBSS)

Parent Partnership

Primary Jigsaw (Emotional Health and Wellbeing)

HYMs Healthy Young Minds (previously known as CAMHs : Child and Adolescent Mental Health Services)

An educational psychologist is allocated to the school. He/she normally only works with pupils who have significant additional needs. The psychologist will provide advice to both parents/carers and the school once assessments and observations have been completed.

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

Several members of staff have received training to support children with additional needs within the classroom, including children with specific learning difficulties. Some support

staff have received additional training on ways to support children with speech and language.

All staff receive regular training to develop their skills in addressing pupil misconceptions in maths and literacy, phonics training and training in managing pupil behaviour.

### **How will the school prepare my child for joining the school and transferring to a new school?**

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

- We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment. This will include transition sessions for parents and children.
- If necessary and appropriate, we can arrange additional visits for children with specific transition needs. We are happy for parents/carers to request these.
- Mrs Core and Foundation Stage staff are happy to meet parents for further discussion on specific needs prior to their child starting school.
- All pupils in school have transition sessions with their future class teacher during the summer term.
- For transition to high school we liaise with the schools involved and arrange visits.
- Some children benefit from extra visits and we arrange Transition Meetings if necessary, for children with a higher level of need. Parents are invited to attend these. Support staff work with some children who need more support to make a successful transition to secondary school.
- We have handover meetings with SEN staff from our feeder schools, St James and St Anne's High School and liaise with the SEN departments of other high schools as necessary to ensure that we share our in-depth knowledge of each child with SEN.
- All relevant paper work is transferred via a safe system.

### **How are the school's resources allocated and matched to the needs of an SEN child?**

- 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 head teacher decides on the budget for SEN in consultation with the school governors, on the basis of the needs of the children currently in the school.
- Resources are allocated, including the deployment of staff for individual pupils or groups of pupils, based upon an assessment of needs for each pupil following pupil progress meetings. This will include a discussion on children already receiving extra support, children needing extra support and children who have been identified as not making as much progress as would be expected.
- The allocation of our budget is monitored by the governors and the Local Authority. All resources and training and support are reviewed regularly and changes made as needed.

## **How are decisions made about the type and level of support that my child will need?**

- The class teacher and SENDCo discuss the child's needs and the support that would best enable them to learn.
- Different children require different levels of support and these can be quite specific to individuals. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- We take account of the ongoing dialogue that we encourage staff to have with parents/carers. During their time at Our Lady's Catholic Primary School, 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/carers are encouraged to contribute to their child's education.

This may be through:

- Discussion with the class teacher; informally or during Parents' Evenings
- Discussion with Miss Sharp, the SENDCo or with other professionals
- Parents are encouraged to contribute to their child's SEND Support Plans and are invited to review meetings relating to their child.

## **How will my child be able to contribute their views?**

- Teachers discuss targets and feedback with individual children.
- When reviewing SEND Support Plans, IBPs or Education Health Care Plans, children are encouraged to contribute to their strengths, the ways that they prefer to learn and to their areas for development.
- Some of the older children are invited to contribute their views to TAC (Team around the Child) meetings if appropriate
- Children are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and well-being. The School Council is asked to feedback on any aspect of school life that they may be worried about or that can be improved.

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

- The first point of contact is your child's class teacher.
- Your next point of contact is the SENDCo, Miss Sharp, or the headteacher, Mrs Core. Appointments can be made by contacting the School Office or by telephoning 0161 480 5345.
- Mrs Core and members of staff from the Foundation Stage are happy to speak to prospective parents. Please contact the School Office to arrange an appointment
- You can email the headteacher at the following address:  
[headteacher@ourladys.stockport.sch.uk](mailto:headteacher@ourladys.stockport.sch.uk)
- You can also contact Parent Partnership on 0161 286 4230