

# **St Leo's and Southmead Catholic Primary School**

## **School Offer SEN Information Report**



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### **School Offer - SEN Information Report**

In our school, we want to celebrate God's gift of life together, by inspiring, enhancing and developing tomorrow's talent, today.

We respect all: aiming to achieve and live our values.

A place to allow humanity to flourish!

#### Children and Families Bill 2014

The Children and Families Bill underpins wider reforms to ensure 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.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

As part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer and the SEN Information required as stated in the SEN Code of Practice.

We value the support of our parents/carers and would welcome feedback regarding this report.

Thank you

Miss P Morris (S.E.N.C.O)

Mrs L Sambor (S.E.N Governor)

We have set out our School Offer / SEN Information Report through a series of questions through which you can get more information. You may also wish to refer to our SEN Policy for further information. In light of the new legislation the SEN policy is in the process of being reviewed.

### **How does the setting know if my child needs extra help?**

We will know when pupils need extra help if:

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

### **How can I let the school know that I am concerned about any area of my child's development?**

Please do not hesitate to contact school:

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have further concerns then contact Miss Morris (S.E.N.C.O) or Mrs Grundy (Headteacher)

We will arrange a meeting to discuss your concerns.

### **How will teaching be personalised to my child's needs?**

- When a pupil has been identified with a special need their work will be differentiated by the class teacher to enable them to access the curriculum at the level that he/she is working at.
- If a child has been identified as having a special need, he/she will be given a Personal Provision Plan (PPP.) or Play Plan (if they are in nursery or reception). Targets will be set according to his/her area of need and provision stated to support your child in achieving these. This may include additional general support by the teacher or a teaching assistant in class. Targets will be monitored by the class teacher weekly and by the SENCO each term. I.E.Ps will be discussed with parents at Parents' Evenings and parents will be asked to sign them. Parents can request a copy of the PPP.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small booster group. This provision will be planned by the teacher and delivered by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or S.E.N.C.O.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the S.E.N.C.O. to discuss the progress of the pupils in their class. This shared discussion may highlight any potential concerns in order for further support to be planned.
- Occasionally a pupil may need precise support from an outside agency such as the Speech and Language Therapy Service. A referral will be made, with your consent, and forwarded to the appropriate agency. After a series of assessments, a programme of support is

usually provided to the school and parents/carers. Some of these assessments may require the parent/carer to take the child to the relevant support agency.

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

- You will be able to discuss your child's progress at a termly meeting at which your child's needs, pastoral support and progress will be reviewed.
- If you are ever worried, concerned or simply have a question you can contact school to make an appointment to speak to your child's teacher or the S.E.N.C.O.

### **What support do you have for me as a parent to help my child?**

- The class teacher will suggest ways of how you can support your child.
- The Senco can meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- We can provide resources for you to use at home to help your child's learning.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

### **What support will there be for my child's overall wellbeing?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- All members of staff are readily available for pupils who wish to discuss issues and concerns. Where appropriate staff are alerted and observe.
- School has suggestions boxes in each junior classroom for children to use.
- We have a learning mentor who can meet your child regularly – who has various strategies/resources available.
- The Headteacher can meet your child weekly if your child wants to.
- School has Pupil Voice strategies for the children to voice their opinions, thoughts, concerns and feelings towards their learning and what they are happy about.
- Staff can organise weekly meetings/phone calls to yourselves for regular updates about your child's well being – we will work with you to support and help your child.
- Strategies used are child friendly – daily recording sheets (used by the child themselves)
- Positive lunchtime strategies for children who are having difficulties at lunchtime. For example, Buddy Partners, Sports Coaches and Play Equipment.

Pupils with medical needs:

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Trained first aiders – Mrs L Sambor, Mrs K Snape and Mrs Cassidy

Staff trained to deal with diabetes – Mrs J Grundy, Miss P Barton, Miss E Ashworth, Mrs J Lewin, and Miss J Allen

### **What specialist services and expertise are available at or accessed by the setting to support my child?**

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

- Autism Advisory Teacher
- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- School Nurse
- Specialist Literacy Teacher
- Family First
- Police
- Children's Centre

An Educational Psychologist is allocated to each school. He/she 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 Planning and Review Meetings (P & R). These meetings are held three times a year between school staff and where appropriate, other professionals. The aim of a P & R is to gain an understanding of and try to resolve a pupil's difficulties in order to help understand the pupil's educational needs better. The psychologist will meet with the parent and give feedback after an 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 take their learning forward.

### **How accessible is your setting and how will my child be included?**

As a school we are happy to discuss individual access requirements and make "reasonable adjustments" as and when required. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- 2 accessibility toilets.
- Wide doors in some parts of the building.
- Any arrangements necessary for your child to attend school trips and afterschool clubs.

## **How will the setting prepare my child for transitions on to the next stage of educational and life?**

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.
- Some children may need additional support during transition so extra visits to their new setting will be arranged to help them to prepare.
- The S.E.N.C.O. is 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.
- Miss Morris liaises with the S.E.N.C.O. from the secondary schools to pass on information/documentation regarding the needs of SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Miss Morris, the secondary school S.E.N.C.O., the parents/carers and where appropriate the pupil. Depending on the circumstances this may commence in Year 5.
- Year 5 and 6 children visit the local secondary schools.

Parents/carers intake meetings for transition between key stages:

- Children starting Reception.
- Children starting Key Stage 1.
- Children starting Key Stage 2.

Providing life skills:

- Our cultural programme.
- Ambition Week
- Working collaboratively with staff and students from further educational establishments.

## **How are parents/carers/families involved in the school?**

All parents are encouraged to contribute to their child's education. This may be through:

- Family Learning – Workshops to help your child's learning.
- Discussions with the class teacher.
- Parent's evenings.
- During discussions with the S.E.N.C.O. or other professionals.
- Parents are encouraged to comment on their child's PPP with possible suggestions that could be incorporated.
- Home/School Packs.

- School Website
- Regular newsletters with updated information.
- Theme Days – home/school partnership.
- Parent mail
- Annual parent questionnaires
- Class Welcome Letter

### **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 Headteacher or Senco. We can also give advice on local parent support groups.

The Knowsley Local Offer can be found at:

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Updated - September 2017

### **Help with the Various Terms**

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
PPP	Personal Provision Plan
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
PASS	Pupil Attitude to School Survey
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
SSEN	Statement of Special Educational Need
SA	School Action
SALT	Speech and Language Therapy/Therapist
SEN	Special Educational Needs
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs.