

Great Crosby Catholic Primary School

Meeting the needs of pupils with Special Educational Needs (SEN) and Disabilities (SEND)



At Great Crosby Catholic Primary School we are committed to fulfilling our mission statement, 'that they may have life, and have it to the full' (John 10:10), ensuring that each child fulfils their potential, regardless of ability or need.

Definition of SEN(D)

Sen Code Of Practice 2014 states:

'A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they

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

A child under compulsory school age has special educational needs if they fall within the definition of the above or would do so if special educational provision was not made for them.

Information and Guidance

Whom should I contact to discuss the concerns or needs of my child?

Class Teacher

Speak to the class teacher first. The class teacher is responsible for providing quality teaching including:

- adapting the curriculum to respond to the strengths and needs of all pupils
- monitoring the progress of pupils
- identifying, planning and delivering additional support and intervention
- following the school's SEN(D) policy

Special Educational Needs Coordinator (SENCo) - Mrs. Sheila Harvey

The SENCo is responsible for:

- coordinating provision for children with SEN(D)
- developing the school's SEN(D) policy
- liaising with outside agencies, e.g, educational psychologists, and implementing advice
- facilitating staff training
- monitoring progress and effectiveness of provision
- ensuring that parents are:
 - involved in their child's learning
 - aware of the level of support their child receives
 - aware of progress made
 - included in reviewing the support provided
 - consulted about transition to a new class or school

Interventions Manager – Miss Linda Bishop

The interventions Manager is responsible for:

- overseeing the implementation of interventions
- facilitating training to those who deliver the interventions
- monitoring the impact of the interventions
- liaising with parents where necessary

Headteacher – Mrs. Pat Speed

The headteacher is responsible for:

- overseeing SEN(D) provision
- measuring impact of provision
- to work with the governing body to determine SEN(D) resources

SEN(D) Governor – Mrs. Angela Davies

The SEN(D) governor is responsible for:

- supporting the school to develop and evaluate the quality and impact of SEN(D) provision
- to work with the Senior Leadership Team (SLT) and the governing body to determine SEN(D) resources

School Nurse

The school nurse is responsible for:

- supporting the health and well-being of the children
- advising for parents and staff
- referrals to other services
- active treatment/procedures (?)
- safeguarding

The Graduated Approach

How can I find out how well my child is doing?

As part of the Sefton Council SEN(D) provision agreement, Great Crosby Catholic Primary School will provide quality teaching to pupils. Reasonable adjustments are made to accommodate learning difference.

Class teachers monitor progress and are able to identify children who are not making expected levels of progress. Lessons are differentiated and adjustments made to cater for individual needs. If these measures do not accelerate progress, then it may be necessary to seek advice from the SENCo or Interventions Manager.

Information is gathered from teacher, pupil, parent, and sometimes an outside agency such as the support teacher. Having determined the child's preferred learning style, strengths and barriers to progress, short term targets are agreed. A bespoke support plan is drawn up for the child and put in to action. In some cases additional resources will be allocated, e.g. using the 'Wordshark' spelling programme.

Sometimes more structured interventions are needed, e.g. the Better Reading Programme, which require a teaching assistant (TA) to be involved. The class teacher and TA will work together to ensure that targets are shared and the work is tailored to the child's needs.

The class teacher is responsible for the implementation of the support plan, and accountable for the outcomes. Advice should be sort from the SENCo if the teacher or parent feels that the plan is not working, for whatever reason.

For most children with SEN(D) parental contact with the class teacher is regular, but only occurs when the parent or teacher has something specific to discuss. For those children with more significant difficulties, termly meetings are held. The class teacher, parent, TA, outside agencies, and where appropriate, the pupil will attend the meeting to discuss progress and the impact of the support provided. The child's views are valued and often hold the key to 'fine tuning' the support. New targets and actions are agreed at this meeting.

High Needs Top-up Funding

The school is obliged to pay the first £6000 of any resource that a child with SEN(D) may need, e.g. if a child needs one-one support to help them to access the curriculum in class. The school can apply for High Needs Top-up funding from Sefton Council to assist paying for extra resources that some SEN(D) children require.

Education Health Care assessment (EHC)

The Education Health Care assessments replace the old statutory assessment process. EHCs are designed to cater for the needs of children who have lifelong and complex needs.

Tests and Examinations: access arrangements

For some children, adjustments will be made so that they can access national tests (SATs).

Curriculum and Teaching Methods

How will the teaching be adapted to meet the needs of my child?

- teaching is adapted to meet the diverse range of needs in each class
- tasks are differentiated to accommodate needs of each child
- resources are allocated based on individual need
- tasks planned to ensure success and challenge for each child
- adult support allocated where necessary
- open ended tasks set to allow pupil response at different levels
- alternative methods of recording offered, e.g. scribing, use of laptop, memory maps

Grouping Arrangements

- organised flexibly within each class
- opportunities for ability settings and mixed ability settings to maximise learning opportunities for all
- children are set by prior attainment for maths in Y4, Y5 and Y6

Additional Adults

- used flexibly to help groups or individual targets on a daily basis
- monitoring of adult support avoids pupils becoming over reliant on support and develops independent learning

Interventions

Some interventions are delivered by T.A.s. The SENCo and Interventions Manager are responsible for ensuring regular training of T.A.s and the monitoring of the impact of the interventions. It is the class teacher's responsibility to recognise the need for intervention and to work with the T.A. to share targets and planning, and to monitor the children's progress.

Examples of when pupils may have access to additional adult support

- during maths and English lessons
- in other curriculum areas
- small group sessions in and out of class

- one to one sessions
- to support differentiated activities
- chunking instructions
- facilitating 'time out'
- providing intimate care
- to model 'good' behaviour
- to facilitate development of social skills
- preparation for change of lesson or activity
- support during break and lunch times

Strategies/programmes to support speech and language

- advice from Speech and Language therapists is shared and followed by teachers and T.A.s
- differentiation of activities
- modification of resources, e.g. use of symbols
- staff training of Signalong
- speaking and listening groups
- The Listening Programme

Strategies to support/develop English including reading

- Guided Reading sessions for all children (teacher and small group of children)
- Reading Buddy programme
- one to one reading sessions
- The Better Reading Partnership (B.R.P.)
- phonics lessons (Key Stage 1)
- phonics intervention groups
- handwriting intervention groups
- cursive handwriting used throughout the school
- access to support teacher (Ms. Michelle Thompson)

Strategies to support/develop maths

- setting by prior attainment in class
- setting by prior attainment in Y4, Y5 and Y6
- booster groups
- RM Maths computer programme
- one to one support allocated to address a specific difficulty or achieve a short term target
- access to support teacher

Provision in other curriculum areas

- T.A. support when needed
- Differentiated activities and modification of resources including
 - task organisers
 - overlays
 - pencil grips, adapted scissors etc.
 - iPads/laptops
 - writing slope
 - visual timetable
 - word banks
 - ‘working wall’ (has ideas and support for children to use when working individually)
 - multi-sensory approaches to learning

Strategies to support independent learning

- mentoring by teaching staff, peers, or additional support staff
- home/school diaries
- alternative methods of recording
- task organisers
- extra time given for some children to process language

Social and Emotional Needs

Strategies to support the development of pupils' social skills and enhance self esteem

- small group work, e.g. friendship groups
- playtime buddies
- regular 'celebrate success' opportunities
- access to Learning Mentor (Mrs. Pauline Maguire)

Strategies to reduce anxiety and promote emotional wellbeing

- support to cope with change, e.g. lesson change
- reduced or modified timetable
- regular contact with parents
- work stations
- 'time out'
- Home/school diary
- visual timetables
- access to Learning Mentor
- The Rainbows Programme

Strategies to support or modify behaviour

- school rewards and sanctions as set out in the Behaviour Policy
- 'time out'
- one to one support to model 'good' behaviour
- access to Learning Mentor
- regular contact with parents

Support/supervision at unstructured times of the day (including personal care)

- break and lunch time support
- trained staff supervising during break and lunch times

Planning, assessment, evaluation and next steps

- whole school provision map
- whole school pupil tracking
- intervention programmes monitored and reviewed
- Fisher Family Trust (F.F.T) data analysis
- Individual Support Plan - termly review

Accessilbilty

Great Crosby Catholic Primary School is a mainstream primary school on one level adapted for access by pupils with physical disabilities. If a pupil is known to have a disability prior to admission to the school the SENCo will work with the Inclusion Consultant, pre-school provider and parents to ensure a smooth transition.

All preferences expressed for a place at Great Crosby Catholic Primary School on the Admission Application form will be considered using the an *Equal Preference Scheme*. All schools in Sefton have agreed to this scheme.

This means that your child will be considered for a place at each school named on your application using that school's admission criteria which can be found at www.sefton.gov.uk/2364

Physical access at Great Crosby includes:

- wheelchair access throughout the school
- an adapted toilet
- storage for wheelchairs and standing frames

Access to strategies/programmes to support occupational therapy/physiotherapy needs

- advice from professionals shared and followed
- purchase and use of recommended equipment and resources, within the parameters of the school budget

Access to modified equipment and I.C.T.

- specialist equipment allocated on an individual basis to access the curriculum
- equipment either purchased from school budget or loaned from an agency

Access for pupils with medical needs

- training has been provided by specialist nurses, and advice from professionals disseminated and followed for pupils with asthma, epilepsy, diabetes, epipen
- refresher training and further training is arranged and provided as the need arises, or as part of transition in to a new class

Partnerships with External Agencies

What support from other professionals does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of the children are fully understood and met. These include:

- Sefton Special Educational Needs and Inclusion Service (SSENIS)
 - provide strategies to ensure access to the curriculum and enhance progress
 - support with bespoke support plans
 - carry out assessments and provide feedback to teachers and parents
 - provide training
- Educational Psychology Service
- Physiotherapy Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Child and Adolescence Mental Health Service (CAMHS)
- School Nurse
- Paediatric Services
- Aiming High

Access to Medical Interventions

- use of Individualised Care Plans
- referral to school nurse
- referral to CAMHS
- referral to Occupational Therapy
- referral to Speech and Language Therapy

Liaison/communication with professionals, parents, carers, attendance at meetings and preparation of reports

- regular meetings as required
- meetings with SENCo on request
- referrals to outside agencies when required

Agency	Description of Support
<ul style="list-style-type: none"> • Sefton Special Educational Needs and Inclusion Service (SSENIIS) - our Inclusion Consultant is Mrs. Sandie Lally • Educational Psychology – our Educational Psychologist is Beth Parker • Sefton SEN Assessment and Monitoring Service – our officer is Mr. John Gelder 	<ul style="list-style-type: none"> • assessment of children’s abilities and provide advice to the school • liaise with parents • advice and support with transition arrangements • expertise and training for staff and parents
Speech and Language Therapy	School may refer children to these services with the agreement of the parent/carer.
School Nurse	
Occupational Therapy / Physiotherapy	
Paediatric services	
CAMHS	
Well Young People	
Sefton Emotional Achievement Service (SEAS)	
SENDIASS	Advice and recommendations implemented following specialist assessment

Transition

How will the school help my child move to a new class, year group, or to a new school?

Children with SEND can become particularly anxious about ‘moving on’. We seek to achieve a smooth transition by:

When moving to another school

- contact the new school’s SENCo to share information about what adjustments have been made to help your child make progress
- arrange additional transition visits to the new school
- pass on records

When moving to a new class/year group

- arrange a meeting between old and new class teacher to share information
- opportunities for the child to visit the new teacher and classroom are arranged
- if the child has a termly review, the new class teacher will be present at the summer termly meeting to meet with the parents

Year 6-7 Transition

- meet with/speak to SENCo of secondary school to discuss specific needs of your child and the nature and level of support that has had the most impact
- sometimes additional multi-agency meetings are required to devise a more detailed transition plan – parents are invited to this meeting
- additional visits to the new school meeting with new staff can be arranged

Staffing Expertise

How skilled are the staff in meeting the needs of my child?

An audit of the school population takes place each year to ensure that the relevant teachers and support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of the children with SEND.

On-going training is given, and support and advice is sought from external agencies to improve provision.

Care Plans are updated yearly unless the need for modification arises prior to this.

Great Crosby Catholic Primary School uses dyslexia friendly approaches to learning in all classrooms.

The SENCo engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

Who do I talk to if I am unhappy with my child's progress or wellbeing?

- talk to your child's class teacher in the first instance
- the SENCo can be contacted to discuss any issues you may have regarding your child's progress or wellbeing
- the headteacher can be contacted to discuss any issues you may have regarding your child's progress or wellbeing

If you have a complaint, please go to the policy section of the school's website. The Complaints Procedure is explained in this section.