

SEN SCHOOL INFORMATION

ST PATRICK'S V.A. CATHOLIC PRIMARY SCHOOL

This policy explains how St Patrick's Catholic Primary School makes provision for provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010).

Aims and Objectives	<p>St Patrick's School is a Catholic Community in which everyone is valued as a member of God's family.</p> <p>We aim to create an environment where individual needs are appreciated, where responsibility is shared and in which spiritual, academic, social, aesthetic and physical qualities can be developed to the full.</p> <p>If you require further information about the provision for SEND in the school please talk to the class teacher of your child or contact the Special Educational Needs Co-ordinator (SENCO) Mrs Lianne Lomas</p>
Identification and Assessment of SEND	<p>St. Patrick's is organised into five classes. (Nursery, mixed Reception/Yr1, Yr1/Yr2, Yr3/Yr4, Yr5/Yr6). Within each class there are two age groups of mixed ability children. Children's learning is under the direction of one teacher although children may have the benefit of meeting more than one teacher in a day. Children will be taught sometimes as a whole class, sometimes within a group and sometimes individually.</p> <p>The school recognises the benefits of identifying need at the earliest point and then providing good interventions which improves long-term outcomes for the child or young person. The school adapts a gradual response to children who have special educational needs, recognising that there is a continuum of special educational need.</p> <p>All pupils are encouraged to achieve the best they can. This is monitored by regular progress meetings and an extensive provision map for early intervention is put into place and implemented as soon as possible. Strategies are put into place by the classteacher who monitors the impact of provision.</p> <p>Children are then referred to the SEN Co by the class teacher, pre-school advisor or the children's previous school. The class teacher will discuss the concerns with the parents. Once a referral has been made, the SEN Co will collate information on the child's special educational need, with reference to the following descriptors:</p> <ol style="list-style-type: none">1. Communication and interaction2. Cognition and learning3. Social, mental and emotional health4. Sensory and / or physical

	<p>The Headteacher, Mrs Lianne Lomas, is the SENCO, and allocates dedicated time to monitor, review and evaluate the SEN provision. Data is collected every half term for all pupils and the achievement and progress of children with IEPs or IBPs is monitored.</p> <p>Any pupil not making expected progress is offered additional 'booster' sessions to ensure they catch up as soon as possible. All our interventions are entered on our provision map. Interventions are monitored for effectiveness. All pupils who have been identified as having a special need are monitored every term to see if that need still exists, to see if progress is being made by that pupil, and if necessary, to identify what additional help and resources are required to support that pupil.</p> <p>Parents are kept informed of all the discussions and decisions concerning their child. They are invited to attend regular meetings with the class teacher and SEN Co and can make additional appointments at any time. (SEN Policy on school website)</p>
<p>Provision</p>	<p>Funding for SEN is used according to the specific needs of the children. Some is used for resources eg IT equipment, specialised seating, sloped writing boards and equipment. Some is used to employ additional staff to work with small groups of children and sometimes on a 1:1 basis with a child. The school also uses some of the main budget to support SEN at various levels throughout the school.</p> <p>Our curriculum is well planned and differentiated to allow all children to be taught at an appropriate level for them to make progress. Class teachers are well supported by teaching assistants who deliver small group work and 1:1 work for children. They also deliver some specific intervention work for literacy, numeracy, speech and language, and social and emotional needs. Pupils may have an IEP or an IBP with small achievable targets. The class teacher and the teaching assistant will ensure this is working for the pupil. These IEPs and IBPs are shared with parents and reviewed regularly. If a specific intervention would benefit the pupil, this is organised, delivered and reviewed. This may include nurture work or 1:1 mentoring. The school ensures that there are appropriate resources for all children eg a laptop for a pupil who would benefit from it. The learning environment is accessible for everyone and we have both language enriched and dyslexia friendly learning environments.</p>
<p>Effectiveness of SEN Provision</p>	<p>The school Ofsted Report April 2014 stated that "Disabled pupils and those who have special educational needs achieve well. Carefully planned activities address their differing needs and they</p>

	<p>receive good support from well-trained teaching assistants” and that “Links with parents are strong. Parents appreciate the welcome and open-door policy. All parents who completed the Ofsted online questionnaire would recommend the school to others”.</p> <p>The school has a detailed programme of reviews with parents and professionals which include pupil progress and adaptations to the support provided as required. Support is related to a clear set of expected outcomes which include challenging, relevant academic and developmental targets. School data, records of the impact of intervention programmes, IEPs and IBPs evidence the effectiveness of school provision. The school governor with responsibility for SEN, Mrs Claire Lynch meets with the Sen Co each term and a report for Inclusion is presented to Governors.</p> <p>Two parent consultation evenings, to which pupils are invited, are held each year. (one in the Autumn term and one in the Spring term). A feedback appointment meeting for parents is held in the summer term after the end of year pupil reports are sent. Termly review meetings take place for all children on the SEN register and there is a comprehensive annual review for children with an Education and Health Care Plan. Parents are kept informed of all the discussions and decisions concerning their child. They are invited to attend regular meetings with the class teacher and inclusion leader and can make additional appointments at any time. Parents’ and pupils’ views, wishes and feelings are very important to us.</p>
<p>Social and emotional well-being</p>	<p>The effectiveness of pastoral care, guidance and support was deemed to be Outstanding by Ofsted in April 2014.</p> <p>Through the Safeguarding Policy (school website) the school ensures the safety of children and young people.</p> <p>Playtimes and lunchtime are seen as an important part of the school day and included in time for 1:1 support for statements children if appropriate. Staff in the playground are trained in developing children’s social skills and Y5/Y6 pupils are trained as play leaders and lead activities at break times. A Sports Coach is employed by the school 3 afternoons per week and to also run 3 after school clubs and the school sports competitions. A number of Y5/Y6 pupils are trained as Sports Leaders.</p>

	<p>The school has staff who are trained in supporting pupils with pastoral, medical and social and emotional needs and use appropriate strategies to support learning. A Catholic Care Worker and a Learning Mentor are employed by the school and school has access to a local counselling service.</p> <p>To address pupil medical needs individual medical needs plans are created by a team around a child including the school nurse, parents and first aiders in school. All staff, including lunchtime staff, are First Aid trained. Administration of medicines in school follows the school's Administering Medicines policy. (school website).</p> <p>The school has a carefully structured Behaviour Policy (school website) which includes a strict zero tolerance for bullying. There is a close liaison with the Behaviour and Attendance Service who assist, when required, in addressing unwanted behaviour, writing IBPs and the implementation of strategies to avoid exclusion. The policy sets out when parents will be contacted – this is kept for absolute emergencies. Staff are aware of ESB and use appropriate strategies to support learning. All staff are trained in Team Teach.</p> <p>Pupils with SEN contribute in all aspects of school life. There is a wide variety of Extra Curricular clubs to promote self-esteem, (Choir, Art & Craft, Playground Games, Circuit Training, Netball, ICT, Football etc.) Reasonable adjustments, in consultation with parents, are put into place in order for SEND children to be included in Educational visits, enrichment activities and school events.</p> <p>Our school offers Wrap Around provision. Breakfast Club runs from 7:30 am Monday – Friday and Teatime sessions run from 4:30 – 5:30/6 pm each day. Staff are employed to run Breakfast Club intervention programmes for specific pupils. (Pat's People booklet on the school website).</p>
<p>Training in SEND</p>	<p>Whole school staff training is viewed as important and is part of the School Improvement Plan. Regular training sessions for all support staff on SEN issues take place and there are weekly, well planned programmes of CPD training sessions for all teaching staff, accessing both external agencies and in-school support. The staff at the school have training in ADHD, ASD, Attachment Difficulties, Down Syndrome Dyslexia, Dyspraxia, ESB and Visual Impairment. The school has a commitment to maintain the levels of training if</p>

	<p>members of staff leave. The school would prepare for the admission of a child who has needs not previously supported in school by liaising with parents and outside agencies and attending training. We have regular close contact with the following services who give us support and advice: Specialist Inclusion Service, including ASD, Visual Impairment and Hearing Impairment Team, Educational Psychologist, Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS, EWO, Behaviour and Attendance Service and the School Nursing Team. The school has an open door policy for parents and regular Drop In sessions where the school signpost parents to other organisations for support.</p>
<p>Involvement of Parents</p>	<p>As can be evidenced throughout this document the school values the views and involvement of parents. There are opportunities for regular liaison between school and parents and for parents to be involved in their child's learning and pastoral care. A variety of curriculum information evenings for parents are held throughout the year and the school welcomes parents and has an open door policy.</p>
<p>Involvement of Pupils</p>	<p>Pupils are involved in IEP and IBP reviews and attend the Annual Review of SEN. All pupils from Yr1 onwards are invited to be present at Parent Consultation evenings. The School Council provides opportunities for pupils to be involved in decision making and school provision.</p> <p>PSHCE lessons and Collective Worship provide pupils with knowledge and understanding of treating others with respect and an awareness of school policies eg anti- bullying, are outlined so children know how and where to seek help and advice.</p>
<p>Transition</p>	<p>We have specific transition arrangements for all our pupils. In the summer term there is a Transition Day when every class moves to their new year group working (whenever possible) with their new teacher and teaching assistants. The Y6 pupils go to their High School. Home visits by Nursery staff and by Reception Class staff take place and the SEN Co and other staff make visits to pre-school placements. Extended visits to Reception Class are planned to take place in the summer term before a child starts and a Transition</p>

	<p>Book of specific photos is provided (where necessary). For Yr 6 pupils extended visits to High Schools take place, accompanied by staff from our school. For all pupil transition there is close liaison with parents and with all other settings for good exchange of information.</p>
Accessibility	<p>The school building is compliant with the Disability Discrimination Act and meets the requirements of Equality Access. The school has disabled parking bays, disabled toilet areas, access to the playground without needing to use stairs and flat circulation areas throughout school. We are able to provide wheelchair access for disabled pupils as well as meeting the requirements of many other disabilities. The school, both inside and outside, benefits from excellent resources. We have our own playing fields and pleasant landscaped grounds. This includes an Environmental Garden, a children’s garden for pupils to grow their own flowers and vegetables, a Foundation Stage play area and a trim-trail for the use of all pupils. The majority of school is carpeted. Writing slopes and stability cushions are also available for use. Any additional equipment required to enable pupils to access the school and/or curriculum is discussed with outside agencies. There is a safe haven for pupils in one area of the school. Well-resourced intervention areas for pupils are available, in which Wave 3 interventions (e.g. SALT) take place.</p>
Complaints procedure	<p>Parents should initially contact the child’s classteacher if they wish to discuss a concern. Agreed strategies can then be put into place to resolve the issue. It is important that teachers are free to give children their attention in the morning; we would therefore ask that where parents wish to speak to a teacher that this is left until 3.30 p.m. when staff are available. The school has a complaints procedure policy which can be found on the school website.</p>
Local Offer	<p>The school links to the LA Local Offer which can be found on www.calderdale.gov.uk. Our School Offer is available on our school website stpatzellend.org.uk</p>
Additional info Glossary of terms, guide to acronyms	<p>ASD – Autistic Spectrum Disorder ADHD – Attention Deficit and Hyperactivity Difficulties CAF - Common Assessment Framework CAMHS - Child and Adolescent Mental Health Services EP - Educational Psychologist</p>

	<p>CPD – Continual Professional Development</p> <p>ESBD – Emotional, Social & Behaviour Difficulties</p> <p>EWO – Education Welfare Officer</p> <p>EYFS early years foundation stage age 3-5, nursery and reception</p> <p>IBP - Individual Behaviour Plan</p> <p>IEP - Individual Education Plan</p> <p>IT – Information Technology</p> <p>KS1 Keystage 1 age 5-7, Y1 and Y2</p> <p>KS2 Keystage 2 age 7-11, Y3, Y4, Y5, Y6</p> <p>SALT – Speech and Language Team</p> <p>SEN Co - Special Educational Needs Co-ordinator</p> <p>SEN – Special Educational Needs</p> <p>SEND – Special Educational Needs & Disabilities</p> <p>TaMHS Targeted Mental Health in Schools</p> <p><u>SCHOOL POLICIES</u></p> <p>These policies are reviewed regularly and are available to parents</p> <p>Administering Medicines</p> <p>Admissions</p> <p>Behaviour</p> <p>Child Protection</p> <p>Complaints Procedures</p> <p>Equality and Diversity</p> <p>Health and Safety</p> <p>Learning and Teaching</p> <p>Safeguarding</p> <p>SEN/Inclusion</p>
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