

The following details our local offer at

St Patrick's Catholic Primary School

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 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”.

School Name	St Patrick's Catholic Primary School & Community Nursery
Headteacher	Mrs Lianne Lomas
SEND Co	Mrs Lianne Lomas
Governor with responsibility for SEND	Mrs Claire Lynch
Contact details: address	Hullen Edge Road Elland HX5 0QY
Email (admin)	admin@st-patricks.calderdale.sch.uk
Telephone (Admin)	01422 373104
Email: SEND Co	head@st-patricks.calderdale.sch.uk
Telephone	As above
Age range	3 – 11 years
Funding	VA Catholic Primary School
	We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you.
How do we make sure all children reach their potential	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is differentiated.

- | | |
|--|--|
| | <ul style="list-style-type: none">• The school is well- staffed with teachers and support assistants providing classroom support, supporting individual pupils in class, providing a range of group and individual intervention programmes and running Breakfast Club intervention groups.• All support assistants support pupils with SEND, with 3 members of staff providing 1:1 support for pupils with Education and Health Care plans.• Quality of teaching and learning well monitored by highly experienced leaders. Teaching deemed to be Good by Ofsted April 2014 and the effectiveness of pastoral care, guidance and support deemed to be Outstanding by Ofsted in April 2014• Individual targets for all children• Rigorous pupil tracking system which ensures all children are monitored.• Professional dialogue about every child in school regularly to ensure any difficulties are identified early and suitable provision is put in place• Detailed programme of reviews with parents and professionals - 2 parent consultation evenings a year: a feedback appointment meeting in the summer term after the end of year pupil reports are sent; termly reviews for all children on the SEND register and comprehensive annual reviews. Parents' views are very important to us.• Children's views are very important: invited to consultation evenings, SEND reviews, active school council, pupil voice meetings with Senior Leadership Team and questionnaires.• A variety of curriculum information evenings for parents throughout the year.• Carefully structured behaviour policy which includes a strict zero tolerance for bullying.• A long established, acknowledged and celebrated ethos of inclusion and equality. |
|--|--|

<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Building compliant with the Disability Discrimination Act • 2 Disabled Parking spaces • Risk assessment undertaken by LA and implemented by school • Delivery of programmes devised by OT and Physiotherapists • A Disabled toilet • Access to a variety of pens and other writing apparatus and a range of ICT equipment • Variable height of tables and chairs available • A level outdoor play area with a trim trail and outdoor gym area. • 2 members of staff are trained in Moving and Handling
<p>How do we help a child with speech and language needs</p>	<ul style="list-style-type: none"> • Language enriched learning environments • Sulp (Social Use of Language) trained teaching and support assistants • Delivery of programmes devised by speech and language therapists • 'Let's Talk' trained teaching and support assistants • Staff experienced in the use of 'Black Sheep Narrative'
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Mainly carpeted throughout the school with some vinyl flooring • 1 member of staff trained in Makaton signing • Specialist room for focused work
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • 1 Learning Mentor - 30 hours per week • Access to specialist counselling – eg Noah's Ark and Catholic Care • Staff trained to support pupils with social and emotional

	<p>difficulties and use appropriate strategies to support learning</p> <ul style="list-style-type: none"> • Staff trained on Attachment Difficulties and use appropriate strategies to support learning • Staff trained on ASD and use appropriate strategies to support learning • Staff trained on ADHD and use appropriate strategies to support learning • Delivery of SEAL through Assemblies and PSHCE • Breakfast Club • Social Stories trained staff • Therapeutic Stories trained staff • Access to specialist support for children with ASD and their families
<p>How do we help a child who has behavioural difficulties?</p>	<ul style="list-style-type: none"> • Staff are aware of ESB and use appropriate strategies to support learning • Staff are trained in Team Teach • Variety of Extra- curricular clubs to promote self esteem • Behaviour Policy which sets out when parents will be contacted – this is kept for absolute emergencies • We have access 1 session per week to a specialist behaviour support worker in school. • We have access to a specialist nurture unit at a local primary school which our KS1 pupils can access to support their behaviour and help them to access learning. • Access to our own Elland Cluster educational psychologist. • Whole school implementation of Growth Mindset strategy in school to build pupil resilience and confidence.
<p>How do we help a child who</p>	<ul style="list-style-type: none"> • RAAP plans to ensure challenge and progress

<p>needs support with literacy?</p>	<ul style="list-style-type: none"> • Specialist TAs who deliver individual programmes for pupils with individual progress trackers. • Pupil on G & T Register. Mobility within year groups for Literacy teaching – pupil visit older year groups • Extensive delivery of reading, writing and spelling programmes eg Reading Friends, Toe by Toe, ELS, ALS, FLS, Talk 4 Writing, Project X, Pen pals handwriting, Stareway to Spelling, Floppy’s Phonics, Stile Phonics, Let’s Talk, Assertive Mentoring • Daily 30 minute phonics/SPAG organised into small groups according to phase of phonic progress • Delivery of phonics interventions using Floppy’s Phonics and Stile Phonics • Extensive programmes of 1:1 reading provided by trained volunteers • Dyslexia aware staff throughout the school who use Dyslexia friendly teaching strategies • Staff trained on Dyspraxia awareness and use appropriate strategies to support learning • Staff trained on Downs Syndrome and use appropriate strategies to support learning
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Specialist TAs who deliver individual programmes for pupils with individual progress trackers. • Delivery of Plus One. Power of 2, Springboard • Maths setting throughout KS2 so pupils are placed in the appropriate groups for their ability to accelerate progress. • RAAP plans to ensure challenge and progress
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individual medical needs plan 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

	<ul style="list-style-type: none"> • All staff have had Asthma Training and school holds an asthma register. • School provides special diets to meet medical needs and food allergies.
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Senior teacher with responsibility for children with EAL • Links with other schools for advice and support when required (No EAL pupils at present) • An Induction programme with children on arrival at school • Use of translation ICT software • Bi-lingual written translation of important school documents (where requested)
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Close liaison with local primary special schools, including split placements/inclusion visits • Risk assessment conducted by local primary special school • Staff experienced – several children been through school with complex needs
<p>Which specialist services do we access beyond the school?</p>	<p>We have regular contact with the following services who give us support and advice.</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including the ASD Team • Educational Psychologist – we now have access to our own educational psychologist • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS • EWO • Early Intervention Team • Family Support

	<ul style="list-style-type: none"> • Locala – school nursing team. • Family Liaison • Catholic Care <p>The Headteacher attends the local Early Intervention Panel meeting each month where concerns around pupils can be raised and the advice and strategies given by specialist panel members implemented.</p>
<p>How will we include children in activities outside the classroom?</p>	<ul style="list-style-type: none"> • Extra staff deployed for educational visits and events to meet the stringent requirements of our risk assessments • Parents consulted prior to educational visits and events for advice and guidance. • Children with SEND supported in Extra Curricular activities
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> • Home visits by Nursery Staff • Home visits by Reception Staff • Visits to pre- school placements by Sendco and other school staff • Extended visits to Reception Class planned in summer term before child starts • Visits to Nursery prior to starting school sessions. • Transition Book of photos of specific school areas eg classroom, cloakroom, playground, teacher, TA (where necessary) • Extended visits to secondary school with primary school staff • Close liaison with parents - good exchange of information • Close liaison with all other settings involved in transition – good exchange of information
<p>How will we meet a child's</p>	<ul style="list-style-type: none"> • Intimate and Personal Care Policy in place which is adhered

<p>personal care needs?</p>	<p>to by all staff</p> <ul style="list-style-type: none"> • A toilet for the disabled ensures space and sensitivity for some aspects of personal care • All staff sign and adhere to ‘Code of Conduct’ • Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only contact parents in an absolute emergency.
<p>How will we develop social skills throughout the school day, especially at break times?</p>	<ul style="list-style-type: none"> • Playtimes and lunchtime seen as important part of the school day and included in time for 1:1 support for statements children if appropriate • 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. • Staff in playground trained in developing children’s social skills • Lunchtime staff organise and run specific activities to engage all pupils during the lunch hour. • Y5/Y6 pupils trained as play leaders and lead activities at break times • A number of Y5/Y6 pupils trained as Sports leaders
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • One to one support given as specified in the child’s Education, Health and Care Plan • Our school employs Support Staff for each class – time is allocated on a daily basis for individual/group work on ILDP targets and intervention programmes • All children regularly reviewed (at least once a term) and provision is matched to needs • Advice from Outside Agencies implemented
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Regular training sessions for all support staff on SEND issues • Weekly, well planned programmes of CPD training sessions

	<p>for all teaching staff, accessing both external agencies and in-school support.</p> <ul style="list-style-type: none"> • Whole school training part of the School Improvement Plan • Commitment to maintain levels of training if members of staff leave
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Achievement of children with SEND are celebrated in newsletters and other public documents • We have drop in sessions for parent/carers of children with SEND

Thank you for taking the time to find out about our local offer at St Patrick's Catholic Primary School – please do not hesitate to contact us for any further details.