

St. Clare's Catholic Primary School

Following in the footsteps of Jesus ...

Special Educational Needs and Disabilities (SEND) Information Report – Local Offer.

September 2014

Cheshire West and Chester's local offer can be found at:

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>

About our school:

Type of school-	Mainstream Voluntary Aided Primary School ages 4 -11
Head Teacher-	Marian Ryder
Special Educational Needs Coordinator ( SENCO)-	James Martin
Number on role-	124
% of children with SEND-	16.5 %
Date of last OFSTED-	12 <sup>th</sup> -13 <sup>th</sup> September 2013
Awards-	Healthy Schools
Accessibility-	The school is located on one level with plenty of space and disabled access to all entrances. There is a disabled toilet towards the front of the building.
Who to contact-	<ol style="list-style-type: none"><li>1. The class teacher</li><li>2. SENCO</li><li>3. Head Teacher</li></ol>

Broad Areas of SEND-

The *Special educational needs and disability code of practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities)*, effective September 2014, details four broad areas of need as follows:

**1. Communication and interaction**

**2. Cognition and learning**

**3. Social, emotional and mental health difficulties**

**4. Sensory and/or physical needs**

For further explanation, please see Appendix A at the end of this local offer.

<p>What should I do if I think my child may have special educational needs?</p>	<p>We welcome open dialogue with parents/carers. If you have any concerns please discuss with the class teacher in the first instance then SENCO or Head Teacher. Your concerns will be investigated and you will be involved at all stages.</p> <p>If you have concerns about your child's language, motor skills or emotional health, school can refer to a health professional but you can also visit your GP and ask for a referral to the relevant health department.</p> <p>Please obtain an up to date hearing and eyesight test so that any problems in those areas can be addressed as quickly as possible.</p> <p>Information Advice and Support Service ( formally Parent Partnership) can offer invaluable advice and support on all aspects of SEND – they can be contacted on:</p> <p><b>0800 0852 863</b></p> <p><a href="mailto:IAS.Service@cheshirewestandchester.gov.uk">IAS.Service@cheshirewestandchester.gov.uk</a></p>
<p>How does St. Clare's identify special educational learning needs as a school and how do we involve pupils and their parents/carers in planning to meet them?</p>	<p><i>'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time' SEND Code of Practice 0-25 effective September 2014</i></p> <p><b>There may be many different ways that needs are identified for your children at St. Clare's including:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Parental concerns</b></li> <li>➤ <b>Teacher concerns</b></li> <li>➤ <b>Diagnosis from a health care professional</b></li> <li>➤ <b>Action for Inclusion meetings with Pre-school settings, parents and professionals, enabling school to identify what your child's SEN will be in our school setting.</b></li> <li>➤ <b>Your child appears not to be making the same level of progress as their peers.</b></li> <li>➤ <b>Your child appears unhappy at school and/or finds it challenging to follow the whole school rules.</b></li> <li>➤ <b>Your child appears to find it challenging to concentrate in school resulting in a barrier to their progress</b></li> <li>➤ <b>Your child appears to find it difficult to communicate to and/or understand staff and/or their peers</b></li> </ul> <p><b>At all stages parents/carers will be contacted by school and meetings arranged to discuss next steps including, if appropriate , referral to outside agencies for specialist advice. Children are monitored and strategies put in place in class and if necessary support plans</b></p>

	<p><b>(learning logs) will be written in liaison with school, children and parents/carers. Support plans are formally reviewed with school, the child and parents/carers once a term or more frequently if required and next steps agreed.</b></p>
<p><b>Who will assess my child?</b></p>	<p><b>Depending on the need of your child, the SENCO together with the class teacher will observe and assess those needs. If required there may be a referral to an outside agency for advice and/or further assessment. You can access health services such as Speech and Language, Occupational Therapist, CAMHS through your GP. You do not have to wait for school to refer.</b></p>
<p><b>Which specialist outside agencies may be involved?</b></p>	<p><b>We work regularly with professionals from a range of outside agencies as needed to assess and plan for children at different times including:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Educational Psychologist – EP</b></li> <li>➤ <b>Speech and Language Therapy Service – SALT</b></li> <li>➤ <b>Occupational Therapist – OT- and Physiotherapist</b></li> <li>➤ <b>School Nurse</b></li> <li>➤ <b>Health Visitor</b></li> <li>➤ <b>Specialist Paediatrician</b></li> <li>➤ <b>Community Paediatrician</b></li> <li>➤ <b>Autism Team</b></li> <li>➤ <b>Child and Adolescent Mental Health Service -(CAMHS)</b></li> <li>➤ <b>Family Support Workers</b></li> </ul>
<p><b>What training are the staff supporting children with SEND at St. Clare’s had or are having?</b></p>	<p><b>The SENCO is experienced in the teaching of dyslexia and is currently finishing a British Dyslexia Association (BDA) accredited course leading to Approved Teacher Status (ATS).</b></p> <p><b>As well as staff having training on Autistic Spectrum Disorder Awareness, we have a Lead Professional in Autism who has been on the advanced training.</b></p> <p><b>Addition expertise and training includes:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Irlens screening</b></li> <li>➤ <b>ELKLAN – speech and language training</b></li> <li>➤ <b>Team Teach – positive handling</b></li> <li>➤ <b>Team around the Family training</b></li> <li>➤ <b>Attention Deficit Hyperactivity Disorder (ADHD) awareness training by CAMHS</b></li> <li>➤ <b>Counselling</b></li> </ul>

	<ul style="list-style-type: none"> <li>➤ Fischer Family Trust Wave 3 literacy training</li> <li>➤ Family Support training – by EP</li> <li>➤ Precision teaching training- by EP</li> <li>➤ Time to Talk – early years</li> <li>➤ General SEND training</li> <li>➤ Narrative Therapy</li> </ul>
<p><b>How will my child be supported at St. Clare's?</b></p>	<p>Please see the Behaviour Policy and Teaching and Learning Policy which outlines what St. Clare's makes available to <u>all</u> children. In addition to this, children with SEND may require and receive additional support or interventions to support their learning. St Clare's takes a graduated approach to additional support based on an assess, plan, do, review cycle summarised below.</p> <ol style="list-style-type: none"> <li>1. A concern is raised.</li> <li>2. Class teacher may discuss with child/parent/carer/ SENCO and tries some modifications e.g. change of seating/ writing frames</li> <li>3. Concerns continue. Depending on need, the SENCO will assess through observation, scrutiny of books, formal assessment etc.</li> <li>4. The assessment is discussed with parents/carers/child/CT/SENCO and if it indicates an intervention may help, an individual Learning Log (Support Plan) is compiled detailing outcomes and interventions to be put in place. It is possible that at this stage a referral to e.g. Speech and language service will be suggested.</li> <li>5. After a set period (usually a term) , outcomes are reviewed with child/parent/carer/ class teacher/SENCO. If adequate progress has been made no further intervention needed.</li> <li>6. If progress was made but it is felt the child still needs support, new outcomes are agreed and support put in place for another time period.</li> <li>7. If expected progress was not made, consideration would be given to referring to an outside agency for advice. In the meantime new outcomes would be set and if appropriate the support would be increased/changed.</li> <li>8. Outside agency advice is put into place and progress made. Continue the assess plan do review cycle.</li> <li>9. Adequate progress is not made within the £6000 school budget. In consult with parents etc. the school may apply to the LA for additional funding and possibly an EHC plan depending on the needs of the</li> </ol>

	<p><b>children.</b></p>
<p><b>How will St. Clare's adapt the curriculum to meet my child's needs?</b></p>	<p><b>St Clare's will use a range of interventions and strategies to ensure your child has access to a personalised and differentiated curriculum , these include:</b></p> <p><b>1. Communication and interaction</b></p> <ul style="list-style-type: none"> <li>➤ Flexible teaching arrangements</li> <li>➤ Visual time tables</li> <li>➤ Individual time tables</li> <li>➤ Now and Next task sheets</li> <li>➤ Social stories</li> <li>➤ Social skills groups</li> <li>➤ Meet and greet sessions</li> <li>➤ Sensory processing aids e.g. wobble cushion</li> <li>➤ Short teaching sessions and sensory breaks</li> <li>➤ Egg Timers</li> <li>➤ Individual count downs between activities</li> <li>➤ Visual instruction key ring/cards</li> <li>➤ Time to Talk</li> <li>➤ Individual 1:1 interventions sessions following S&amp;L programme</li> <li>➤ 1:1 support in the classroom from a TA to facilitate access through support and/or modified resources</li> <li>➤ Put in place any recommendations from professionals</li> </ul> <p><b>2. Cognition and learning</b></p> <ul style="list-style-type: none"> <li>➤ Flexible teaching arrangements</li> <li>➤ Visual time tables</li> <li>➤ Social skills groups</li> <li>➤ Meet and greet sessions</li> <li>➤ 1:1 support in the classroom from a TA to facilitate access through support and/or modified resources</li> </ul>

- Put in place any recommendations from professionals
- Specialist equipment – writing slopes, seat wedge, specialist pens/pencils, pencil grips, fiddle toys e.g. tangles, easy grip rulers, Irlen's overlays and coloured paper etc.
- Additional 1:1 and group sessions using SOS , precision teaching, Fresh Start , Toe by Toe, individualised bespoke literacy programme, First Class Maths, Max's Marvellous Maths etc.

### **3. Social, emotional and mental health difficulties**

- Flexible teaching arrangements
- Visual time tables
- Social skills groups
- Meet and greet sessions
- 1:1 support in the classroom from a TA to facilitate access through support and/or modified resources
- Personalised behaviour plan with agreed rewards – shared with home – all staff including Mid Days to be aware
- Put in place any recommendations from professionals
- 1:1 learning mentor sessions
- Specialist equipment – wobble cushion, tangles, feet rests etc.
- Support by TA in unstructured times
- Safe place available to calm down
- Visuals for when child needs time out
- Short working sessions with sensory processing breaks

### **4. Sensory and/or physical needs**

- Flexible teaching arrangements
- Visual time tables
- Put in place any recommendations from professionals
- 1:1 support in the classroom from a TA to facilitate access through support and/or modified resources
- Specialist equipment as necessary
- Appropriate modifications to the classroom e.g. change of seating arrangements
- Appropriate access to the building and disabled toilet if

	<p>required</p> <ul style="list-style-type: none"> <li>➤ <b>Appropriately trained staff</b></li> </ul>
<p><b>How will the school help me support my child's learning?</b></p>	<p><b>At St. Clare's we believe that a good home-school partnership is one of the keys to successful learning.</b></p> <p><b>We will help you support your child's learning by:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Being available to discuss your child when you need to and getting back to you in good time</b></li> <li>➤ <b>Ensuring you are involved in the planning and review of your child's Support Plan ( Learning Log)</b></li> <li>➤ <b>Explaining where possible, the content of professional's reports</b></li> <li>➤ <b>Giving advice regarding referrals to outside agencies that may be able to help you</b></li> <li>➤ <b>Setting appropriately challenging homework and discussing strategies for supporting learning at home</b></li> <li>➤ <b>Providing home school diaries where appropriate</b></li> <li>➤ <b>Sharing curriculum topics and if appropriate providing additional homework based on the intervention support being carried out in school</b></li> </ul>
<p><b>How does St Clare's allocate resources?</b></p>	<p><b>In common with all maintained schools in Cheshire West and Chester, St. Clare's is allocated funding for all pupils including those with SEND and we meet pupil's needs through this (including additional support and equipment).</b></p> <p><b>This budget is allocated on an individual child's needs basis following the assessment, plan, do and review of progress cycle and advice provided by outside agencies.</b></p> <p><b>The local authority may contribute to the cost of meeting a child's needs if it is agreed to be more than £6000 a year.</b></p> <p><b>In some cases the child's needs will be such that an application to the authority will be made for an Education and Health Care Plan which will involve statutory assessment.</b></p> <p><b>Parents and children will be involved at all stages together with any professionals involved.</b></p>
<p><b>How will I know how my child is doing?</b></p>	<p><b>In addition to the termly parents' evenings, if your child is receiving additional support over and above that which is provided for all pupils through good teaching ( Quality First Teaching QFT), you will be invited into school at least once a term to discuss the additional</b></p>

	<p>support given and review its effectiveness towards your child's outcomes.</p> <p>The additional support will be recorded on a SEN support plan which we have termed Learning Log. Please see an example at Appendix B at the end of this document. You and your child will be involved in the setting of outcomes, how we intend to support your child to meet those outcomes and planning of additional support. At the end of the period you will be invited to review your child's progress and be involved in the next round of planning.</p> <p>Progress towards outcomes may be assessed by :</p> <ul style="list-style-type: none"> <li>➤ Observations</li> <li>➤ Target setting</li> <li>➤ Review of books</li> <li>➤ Discussions with your child</li> <li>➤ Reviews by professionals/outside agencies</li> <li>➤ Discussions with parents/carers</li> </ul> <p>Some of these meetings could involve outside agencies and you are most welcome to bring people with you. Information Advice and Support Service ( formally Parent Partnership) can offer advice as well as attend meetings with you :</p> <p><b>0800 0852 863</b></p> <p><a href="mailto:IAS.Service@cheshirewestandchester.gov.uk">IAS.Service@cheshirewestandchester.gov.uk</a></p> <p>Other ways you may be kept informed as to how your child is doing are:</p> <ul style="list-style-type: none"> <li>➤ Home school diaries</li> <li>➤ Phones calls from the class teacher/SENCO</li> <li>➤ Notes from staff in reading journals or planners</li> <li>➤ Certificates, stickers and other rewards</li> <li>➤ Informal discussions with class teacher/SENCO</li> <li>➤ Sharing of reports from professionals</li> <li>➤ Additional requests from parents to discuss their child's progress with key members of staff</li> </ul>
<p>How will St Clare's support my child to be included in activities outside the classroom</p>	<p>St. Clare's has an experienced team of Teaching Assistants (TA) and 2 Higher Level Teaching Assistants (HTLA).</p> <p>We effectively use this resource to help support and enable children</p>



<p>including school trips?</p>	<p>to access trips and residential.</p> <p>We aim to fully include all children. If required, risk assessments are carried out for children and only if the activity would put the child or others at risk would alternative arrangements be sought</p> <p>In exceptional circumstances a parent may be asked to attend the residential/trip if it is necessary to ensure the child is safe. (E.g. medical cases).</p>
<p>What support will there be at St. Clare's for my child's overall well-being?</p>	<p>St. Clare's has a strong ethos of nurturing and pastoral care where all parties are treated as part of its family.</p> <p>Parents/carers are encouraged to contact school should they have any concerns regarding their child and to share as much information as possible to help us plan support.</p> <p>Strategies to promote wellbeing and self-esteem include:</p> <ul style="list-style-type: none"> <li>➤ Circle time in class</li> <li>➤ Promotion of the Social and Emotional Literacy Programme (SEAL) throughout the school led by a designated member of staff</li> <li>➤ Robust safeguarding procedures with all staff having had recent training</li> <li>➤ Regular monitoring of the Behaviour Policy and how it contributes to children's increased self esteem</li> <li>➤ Planned support from teaching assistant</li> <li>➤ Referrals and advice from EP and CAMHS and Family Workers at the Children's Centre</li> <li>➤ Meet and greet at the start of the day for individual children</li> <li>➤ Social skills and learning mentor sessions with TA for individual children</li> <li>➤ Regular parental contact in person or through a home school diary</li> <li>➤ Close links with the school nurse</li> </ul>
<p>How will St. Clare's prepare and support my child when joining school and transferring to a new school?</p>	<p>We recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible St. Clare's adopts the following procedures:</p> <p>Transfer in :</p> <ul style="list-style-type: none"> <li>➤ Meetings held, to share information, with Pre-School, parents/carers and other professionals as necessary – this may take the form of an Action for Inclusion meeting.</li> </ul>

- **Contact with the child's previous school and parents/carers to ensure all relevant information and reports have been received**
- **Implementation of a Support Plan if required in consultation with child, parents/carers and other parties involved and preparation of resources**
- **All general school information to be given to parents/carers before your child comes to school**
- **A programme of extra visits arranged for the child before they start**
- **Social stories about starting at St. Clare's to reduce uncertainty**
- **Initial additional support in unstructured times and for as long as necessary e.g. play time buddies**
- **Risk assessments carried out if needed**
- **Training of staff if needed**

**Transfer out:**

- **Meetings held, to share information, with new school, parents/carers and other professionals as necessary – this may take the form of an Action for Inclusion meeting.**
- **All necessary paperwork passed on to new school including a pupil profile summarising child's strengths and areas of need plus successful strategies used**
- **Member of St. Clare's staff to go with the child on a planned programme of extra visits**
- **Work through the 'Transition Pack' for the child to then keep and refer to**
- **Close links with feeder high schools including SEND meetings to discuss needs**
- **Family Support meetings held with EP and other cluster schools including feeder high school**
- **School to ensure that parents/carers are aware of and can access transfer days/meetings that are available to all children e.g. by organising a translator**
- **Preparation for transfer to high school to start in year 5 and the child/parent/carer to be involved at all stages**

## Appendix A

### **Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014***

#### **Communication and interaction**

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and Learning**

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning.  
This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.