



*'In the light of Jesus, we learn to shine'*

## **St. Mary and St. John Catholic Primary School**

### Special Educational Needs Information Report

At St Mary and St John's Catholic Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when additional support may be needed to help them achieve their targets.

Our Special Educational Needs Coordinator (SENDCo) is Mrs Mitchell who manages and coordinates all aspects of Special Educational Needs.

From September 2014, the Children and Families Bill requires each Education Authority and individual school to publish and keep under review information about services and provision for young people, within their setting with special educational needs. This is referred to as the **Local Offer**. Find further information about the Wigan Local Offer by following the link below:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Our **Local Offer** at St Mary and St John's Catholic Primary School provides information for parents/carers of children who have Special Educational Needs or a disability. (SEND) This easy to understand information will explain what is available in school to help and support children and families who need additional help and support.

#### **Types of Special Needs for which the school is making provision**

Our school provides support for a range of special needs which are put into four broad categories as specified in the Code of Practice

- Cognition and learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and or physical difficulties

#### **How does the school know if children need help?**

We know when children need help if concerns are raised by parents/carers, teachers or the child. Or if limited progress is being made and also if there is a change in the pupil's behaviour or progress staff are experienced in recognising when support is needed. Our termly Pupil progress meetings are a formal opportunity for Class teachers to share any concerns with the SENCo and Headteacher. Staff are well trained in identifying children experiencing difficulties who may need additional support and we work closely as a staff team to share expertise and support these children and families.

#### **What should I do if I think my child may have special educational needs?**

The class teacher is the initial point of contact for responding to parental concerns. These concerns will be shared with the SENDCo and Headteacher if required and appropriate advice and support given. Mrs Mitchell, as the SENDCo is always available for advice and can be contacted via the main school office.

#### **How will the school staff support my child?**

Early identification and intervention is a priority for us. A plan of support will be set for your child depending on their needs and suitable intervention will be decided upon. This could be in the form of 1-1 support from a teaching assistant or could be in the

form of small group intervention with a teacher/TA. A planned programme of support would take place and be closely monitored and regularly updated by the SENCo and class teachers. Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a child may need more expert support from an outside agency such as Speech Therapy or Bereavement Counselling in this instance a referral will be made, with your consent, and forwarded to the most appropriate agency. We work closely with the Wigan Schools Targeted Education Support Services (TESS) team and liaise regularly with our link teacher, who comes into school regularly to work with children and provides experienced and invaluable advice and support. School are also supported by an Educational Psychologist throughout the school year who can provide advice to staff and parents when deemed appropriate.

Parents and carers will be kept well informed and invited into school regularly to discuss your child's progress. This would be in addition to our standard Parents meetings and reports.

Our Special Educational Needs governor in school is Mrs Kearsley. Mrs Mitchell and Mrs Kearsley meet termly to discuss relevant SEND information.

#### How will the curriculum be matched to my child's needs?

We pride ourselves on excellent, Quality first teaching which incorporates well differentiated activities for all groups of learners. When a pupil is identified with additional needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. This may mean the child works alongside the Teaching Assistant or class teacher either individually or within a small group. Tasks are often simplified or supported more closely for children with additional needs. It may be that your child needs a quieter space or a smaller group to help their understanding or concentration. Class teachers and Teaching Assistants will plan for this as part of their commitment to Quality First Teaching.

We are in a fortunate position in our school to have experienced teaching assistants in all classes who are allocated to work with pupils on a 1-1 basis or in a small focus group. Where additional intervention, above and beyond Quality First Teaching, is required Records of Support/Intervention are completed by members of staff. Additional Phonics and small spelling groups are often identified in Key Stage 2 which provide 'keep-up/catch-up' opportunities for children from time to time.

#### How will I know how my child is doing? How can I support my child's learning?

The very nature of our school means you are welcome to discuss your concerns about your child's progress at any time during the school year. The SENDCo and/or headteacher are available to offer support and guidance and our class teachers are usually available at the end of the day if you have any concerns. Parents can contact class teachers via Class Do-jo or call school to discuss any concerns or arrange an appointment.

The class teacher will suggest ways of how you can support your child at home. Mrs Mitchell may meet with you to discuss strategies to use at home if there are difficulties with a child's behaviour/emotional needs. We also seek advice from behaviour support experts, e.g. TESS services and our school link Educational Psychologist.

We fully appreciate that for children with special educational needs parents will want to meet more regularly with teachers to discuss progress and ways they can support their child at home. This can be done formally and informally as often as you feel is necessary and manageable. At the start of each academic year a meeting is arranged between parents and new teachers, led by the SENCo. This gives parents chance to share any concerns and for teachers to discuss plans and provision for the new school year.

#### What support will there be for my child's overall well-being?

The named Safeguarding officers are Mr Atherton and Mrs Hitchen. All staff are trained in child protection and are responsible for ensuring your child's safety.

We have a rich and varied RSHE Curriculum that contributes to positive attitudes and promotes mental well-being. Many of our teaching assistants are also trained to carry out small group interventions such as Circle of Friends and Talking Partners to help raise self-esteem and confidence. We use Peer Massage to promote calm minds and caring hands.

Most of our school staff are trained first aiders. All teachers and teaching assistants complete regular training.

A range of Lunchtime and After school clubs and activities are used to support many of our children. Many different sports clubs are on offer throughout the year to appeal to a range of abilities, needs and ages. Our lunchtime clubs such as 'well-being', handwriting and maths clubs are reviewed regularly to meet pupil needs. All children are actively encouraged to take part in these nurturing, exciting extra-curricular activities.

#### What specialist services and expertise are available? What training have staff had?

If deemed necessary and in consultation with parents, children can be referred for counselling or support for their mental wellbeing via CAMHS (Child & Adolescent Mental Health Service). We now have a school link contact within CAHMS who can offer advice and support.

School can also make referrals for Speech Therapy Concerns, Occupational Therapy and Physiotherapy services. Our TESS (Targeted Education Support Service) teacher and Team offer us advice and guidance when required. The Educational Psychologist assigned to our school also visits each term to work with children and support parents.

If a pupil has a medical need then a detailed Health Care Plan is compiled which is shared with all staff who are involved with the pupil.

Staff receive training which supports the needs of the pupils in school e.g. EpiPen, Diabetes, Allergy training.

Where necessary and in agreement with the head teacher medicines are administered in school but only where a signed Medicine consent form is completed. (See Managing Medicines policy)

The TESS team deliver regular training in school as and when it is required. For example, all staff have had Memory & ADHD training. As a staff we are constantly reviewing our expertise and updating our skills to support our SEND children in school. All staff have received training in Dealing with Dyslexia and Phonics training for relevant staff. Our mental health lead is Mrs Hitchen (DHT) who has achieved the Trauma Informed qualification.

#### How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany the child during the activity.

#### How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include 2 disabled toilet and wide doors in some parts of the building. Ramps into school to make the building accessible to all.

#### How will the school prepare and support my child when joining St Mary and St John's Catholic Primary School or transferring to a new school?

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 or leaving. All pupils are part of a transition session where they spend time with their new class teacher and teaching assistants. Additional visits are also arranged for any children needing extra time in their new school. The teachers are always willing to meet the parents/carers prior to their child joining the school.

When joining our school family from Nursery our Early Years Team always visit the children in their own setting.

Secondary staff visit pupils prior to them joining their new school. Our Year 6 teacher, SENDCo and Headteacher liaise closely with the SENDCo and staff from the secondary schools to pass on information regarding SEND pupils and to aid a happy transition.

Where a pupil may have more specialised needs a separate meeting may be arranged with our school staff, secondary colleagues, the parents/carers and where appropriate the pupil.

#### How are the school's resources allocated and matched to children's special educational needs?

The School budget received from Wigan LEA, includes money for supporting children with SEND. The money is used to provide additional support or resources dependant on the individual's needs. The headteacher and SENDCO discuss the budget for Special

Educational Needs in consultation with the school governors. The budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help or equipment if necessary. Pupil Premium funding is used to support FSM pupils who require SEN support.

Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern is raised at another time during the year.

#### How is the decision made about what type and how much support my child will receive?

These decisions are made in consultation with class teachers and the Senior Leadership Team. Decisions are based on termly tracking of pupil progress and as a result of assessments by outside agencies. Advice and assessments from our schools support services (TESS) is also taken into consideration. Pupil Progress and Provision Meetings are held termly with each class teacher, the SENCo and Assistant Headteacher. During these meetings we identify any concerns or children we feel are not making sufficient progress and put plans in place to ensure these children get the support they need. These meetings are documented and form a vital part in our PLAN-DO-REVIEW cycle for supporting pupils with difficulties.

If a child has very severe needs which have not been met within school we would be advised to apply for a Statement of Special Educational Needs. This is now known as an Education Health Care Plan. (EHCP)

#### How are parents involved in the school? How can I be involved?

Our parents are encouraged to contribute to their child's education. We value the partnership and work hand in hand through regular discussions, parent's evenings, drop-ins and more formal meetings. Parents of children who are making limited progress and therefore acknowledged on our SEND Register will also be invited into school to meet with the SENDCo & class teacher at the start of each year to discuss and share targets, aspirations and provision. We will then meet as often as is deemed appropriate to support yourself and your child.

We value the opinions and contributions of parents and therefore send out a questionnaire to parents with children on the SEND register to get honest opinions and feedback on our SEND provision.

We strive to provide a safe, happy and supportive environment where all children thrive, regardless of any special educational needs or disability. We know that the most effective learning takes place when children are confident, enjoy learning and believe in themselves. At St Mary's and St John's we endeavour to reinforce these qualities in all our children and this cannot be achieved without partnership from parents.

#### Who can I contact for further information?

If you wish to discuss your child's educational needs please contact us as soon as possible and we will arrange a meeting with the SENDCo, Head teacher and/or class teacher.

I hope we have answered any queries you may have but do not hesitate to contact the school if you have further questions regarding Special Educational Needs and Disabilities. (SEND)