



# St Aidan's Catholic Primary school SEN Report

## **School Mission Statement**

'Learning and growing together, inspired by the love of Jesus'

In our School we aim to:

**S**pread happiness with a smile

**T**ake care of others and of property

**A**lways try our best

**I**nclude others and share

**D**o as Jesus asks us to

**A**lways tell the truth

**N**ever forget our manners

**S**peak calmly and kindly

## **Children and Families Bill 2013**

The Children and Families Bill underpinned wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill has reformed the systems for adoption, looked after children, family justice and special educational needs.

A child or young person has a learning difficulty or disability if they have:

- A significantly **greater difficulty** in learning than the majority of others of the same age, *or*
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the reform programme was the requirement for Local Authorities to publish a 'local offer' of support, which is comprehensive, transparent and accessible to all. This can be found on the Knowsley Council website at:

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We have set out our 'school offer' through a series of questions through which you can get more information. At the end of this document, you can find a Glossary of Terms that may be useful.

### **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

- All pupils at St Aidan's are rigorously tracked in all subjects through half termly assessment as well as tracking progress using individual class data
- Meetings are held on at least a half termly basis to discuss the progress of each pupil within the class. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. Your child may receive intervention in a small group and you will be fully informed about concerns.
- Prior to the termly planning and review meeting, staff are asked to complete a "cause for concern" sheet in order to set the agenda for the planning and review meeting. The class teacher or the SENCo will then arrange to meet with the parent and discuss the best action to take. If action is required between planning and review meetings, class teachers are able to discuss this with the SENCo.
- If your child is new to our school then progress will be discussed with the previous school or nursery and any files will be transferred – discussions will also take place with the SENCo, Head or Deputy during your visit to our school.
- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENCo and your child's needs can then be discussed. If the difficulties persist we have a cause for concern sheet which teachers can use to refer pupils to the Special Educational Needs Co-ordinator (SENCo) who will then decide the best action to take. This may include a referral to one or more outside agencies (for instance Speech and Language Therapy or the Educational Psychology Service). No referrals to agencies can take place without the signed consent of parents/carers.

### **2. How will school staff support my child?**

- All teachers use and adapt activities to support all pupils within their classes. Each class has a teaching assistant and they are used to support children who may need it. This is monitored closely and if there are still concerns a plan will be put together with clear targets to ensure that progress is made. Parents will be informed at each stage of the process.
- Throughout the school, staff are trained in a number of behaviour and learning support strategies to help individual pupils with their needs. If we feel that the child needs more specialised support then, with parents' permission, outside agencies will be involved.
- The school SENCo keeps in touch with all class teachers, teaching assistants and the Learning Mentor to ensure that your child's needs are met and targets in their Individual Education Plan are reviewed. The frequency of the support your child receives will depend on their level of need.

- The SENCo or class teacher will involve you in all support plans for your child. School staff will measure the impact of the support given to your child and the progress your child is making against the targets that were set.

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

- The school recognises that children are at different levels in their learning and learn in different ways therefore class teachers attempt to plan with this in mind. Quality first teaching is key and every teacher is a teacher of SEN.
- To support all children the school delivers the curriculum in different ways. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary depending on the intervention and the need of the individual. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress and feed information back to the SENCo and head teacher during pupil progress meetings.
- We understand that children learn at their own pace so we closely monitor progress using Individual Education Plans. All parents are invited to contribute to their child's Individual Education Plan, and we will keep you informed of progress that is made in meeting the targets in the plan.

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

- We have a highly experienced Learning Mentor who supports children individually or in groups to ensure their needs are being effectively understood and also provide them with the skills to support their learning in school.
- We have a trained ELSA (Emotional Literacy Support Assistant) who is able to run highly tailored programmes to suit individual needs.
- We have trained First Aiders/Paediatric First Aiders and staff have received defibrillator, diabetes, epipen and asthma training. All staff are up to date with Safeguarding/Child Protection training. The Head teacher is the Child Protection Lead and the SENCo is a member of the Leadership Team.
- A robust policy ensures medicines are administered safely.
- Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. Children are treated respectfully and their opinions are valued. Children are taught, through a variety of lessons and activities, how to keep themselves and each other safe. Children know who they can talk to if they have a worry or concern.
- We have a clear policy regarding behaviour and expectations that all children adhere to. Where issues arise regarding behaviour initial liaison with the parent will be made by the class teacher. If the behaviour continues, the SENCo, Deputy Head and or Head teacher will meet with the parent and child. The Learning Mentor may also become involved and offer some targeted intervention. If after a period of intervention the behaviour is still continuing and the child becomes at risk of exclusion a Pastoral Support Plan Meeting may be called.
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.
- **All staff are trained in child protection and are responsible for ensuring your child's safety.**

- The school will keep in close contact with you about your child's overall wellbeing. We have after school and lunch time clubs to support all children in building friendships along with "playground buddies" to assist children on the yard at playtime and lunchtime.
- We use elements of PSHE lessons, Sex and Relationships lessons, Circle Time and Social and Emotional Aspects of Learning to ensure that all children have a voice and have an opportunity to share ideas and worries.
- We have a School Council to allow children to voice their ideas about changes that could be made on a school level – each class (from Year 2) has representatives who attend regular school council meetings and take ideas forward to the head teacher.

#### **5. What specialist services and expertise are available at or accessed by the school?**

- The school can access specialist support from Knowsley's Central Area Support Team, which incorporates professionals such as educational psychologists, specialist ASC teachers and inclusion support workers.
- Support is available from a specialist literacy support teacher that is in school on a weekly basis working with children and assisting staff.
- The school belongs to an SEN cluster group where we meet with other schools in the local area and discuss the best way to support our pupils as well as taking part in training and updates about services.
- We can make referrals, with your consent, to many specialist services including; The Early Help Team, CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service) and OT (occupational therapy service).
- The school's SEN budget is allocated to meet the needs of the children on the SEN Register. The SENCo and Head Teacher meet every half term to discuss pupil progress and next steps. The progress and attainment of all children is tracked and resources are allocated according to need. The SEN 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 if needed. For example, we purchase a Service Level Agreement with Knowsley Central School to support children who have specific learning difficulties. We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

#### **6. What training do the staff supporting children and young people with SEND receive?**

- The SENCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN and the most up to date practise and provision. This is then shared with all school staff within the weekly staff meetings
- The SENCo and support staff access training through their primary cluster group of other local school.
- All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, etc.
- Training provided responds to the needs of the children and staff at any given time. Training is given by a number of providers such as; The SENCo, Specialist support teachers, ASC specialists etc.

- The SENCo has achieved qualifications including: A BSc degree, A PGCE, A Masters in Education, The Catholic Certificate in Religious Studies and the National Award for SEN alongside many years of experience teaching in primary schools and working with children with SEN.

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

- Provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

### **8. How accessible is the school?**

- Although St Aidan's is on two levels, all our lower level has accessibility ramps as well as a disabled toilet. There are no additional resources housed upstairs so education of pupils would not be affected by lack of access. Classroom accommodation would be adapted to meet pupil's needs and if needed accessibility plans drawn up with appropriate support and the Archdiocese Building Department.

### **9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?**

- You will be invited to look around the school and meet significant staff. Your child will also be invited to visit. If a transition visit is required this can be arranged depending on your child's individual needs.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- Where necessary, we support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting and meeting with new staff in order to pass on relevant information.
- Where necessary we may develop a transition plan in partnership with you, your child, the new setting (including the next class) and specialist staff supporting your child to ensure that they enjoy a smooth transition. This might include social stories, photographs and short activities in the new setting.
- For children in Year 6, the SENCo will contact their secondary school and arrange a meeting to ensure that information is passed to the receiving secondary school. Extra support for transition can be arranged with the secondary school through St Aidan's SENCo.

### **10. How are the school's resources allocated and matched to a child's or young person's special needs?**

- The school's SEN budget is allocated to meet the needs of the children on the SEN Register.
- The Head teacher and SENCo meet regularly to discuss pupil progress and next steps.
- The progress and attainment of all children is tracked and resources are allocated for short term intervention according to need.
- The SEN 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 if needed. For example, we purchase additional time from the Educational Psychologist as well as time from the specialist support teacher or any other relevant services.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate. This might include the purchase of specific resources or adaptations.

### **11. How is the decision made about what type and how much support my child receives?**

- In school we adopt a 'graduated response' to meeting children's needs. This means we record concerns about a pupil at pupil progress meetings and determine a timescale for a classroom based intervention and expected outcome.
- All children's progress is tracked and monitored. As noted above, if a child's progress is giving any cause for concern then the class teacher will consider implementing an intervention programme. This may be in relation to English, maths or social and emotional well-being.
- The impact of all interventions is measured and monitored closely by the class teacher and SENCo.
- If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENCo will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.
- If there is concern regarding progress a plan will be drawn up identifying targets and the curriculum will be adapted to suit the needs of the individual pupil. These will be regularly reviewed and parents involved throughout the process.
- Interventions and small groups support may be put in place if pupil is still not making expected progress.
- We will review with you the impact of interventions and if appropriate access further support from outreach services.
- If your child requires additional specialist support, we will discuss with you the pathways to access this provision.

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

- **Family is at the heart of St Aidan's**
- Any member of staff, including the SENCo is available to meet; phone the school to make an appointment.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We hold regular parent meetings (face to face, via phone or virtually dependent on need) for you to talk to your child's teachers about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- We have an open door policy.

**13. Who can I contact for further information?**

If you require more information about our school please go to our school website:

[www.staidanscatholicprimary.com](http://www.staidanscatholicprimary.com)

**If you would like to talk to a member of staff please contact your child's teacher, Mrs Magill (SENCo) or Mr Boland (Head Teacher).**

**Telephone: 0151 477 8370**

**Glossary of some terms used in Special  
Educational Needs**

ASC	Autistic Spectrum Condition
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CAMHS	Child and Adolescent Mental Health Service
CAST	Central Area Support Team
CBT	Cognitive Behavioural Therapy
EHCP	Education, Health Care Plan (replaced Statement of Special Educational Need)
EP	Educational Psychologist
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress
SALT	Speech and Language Therapy/Therapist
SLCN	Speech, Language and Communication Needs
SEN	Special Educational Needs
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs
SIS	Sensory Impairment Service
<b>The terms below have now been phased out as part of the revisions to the SEN Code of Practice</b>	
IEP	Individual Education Plan also referred to as Target Sheets (But often a useful term to use to refer to your child's specific targets)
EYSA / SA	Early Years School Action / School Action
EYSA+ / SA+	Early Years School Action Plus / School Action Plus
SSEN	Statement of Special Educational Need

Key staff:

**SENCo** (Mrs Magill)

**Learning Mentor** (Mr Williams)

**ELSA** (Miss Hopkins)

**First Aid Training** (Mr Craig and Miss Lightbody)

**Defibrillator training** (11 members of staff – refresher training undertaken on 1.4.19)

**Named Safeguarding Officer** (Mr Boland)

**School nurse**