

Special Educational Needs and Disability (SEND)

Established: September 2014

Reviewed annually

Last reviewed: September 2018

At St. Joseph's work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches his or her full potential. Many children will have additional needs at some point during their time school that may be related to health, emotion, behaviour or learning. We aim to identify and address these needs through our school's inclusive practice.

Not all children will need extra support with their learning but the progress of all children at St. Joseph's is monitored closely to ensure support is provided where necessary. Support can be given for a variety of reasons.

We recognise that you know your child best and you may feel that they need additional help or support for some or all of their time at our school, therefore good communication between home and school is vital. If you have concerns please do not hesitate to get in touch with school. This page is to inform you of the types of support available to your child at St. Joseph's. It will help you understand who can help and how this support can be accessed.

SEN Team

Your child's teacher who will always make sure that learning is differentiated appropriately and that tasks set are accessible for your child. Your child's teacher is available at the end of each day or a meeting can be scheduled via the school office. Please talk to your child's teacher if you have any concerns regarding your child in school.

Here at St. Joseph's we have an experienced team of staff who work together and may be involved in supporting your child in school. These include:

SENCo: Ms McIlroy

Our School SENCo, Ms McIlroy is an experienced teacher and has taught across all phases from Nursery to Year 6, she is also deputy head. She is responsible for co-ordinating SEND provision across the school, from Reception to Year 6. Ms McIlroy currently teacher Year 6 and can be contacted via the school office on (0151) 489 4072

Learning Mentor: Mrs Tuffin and Mrs Cawley

Mrs Tuffin and Mrs Cawley are experienced Learning Mentors who work with and support children and families throughout the school. They provide support and guidance to children and young people to help them overcome social, emotional and behavioural problems that act as barriers to learning.

SEND Governor: Mrs Mudge

Our Designated School Governor, Mrs Mudge works with the SENCo in leading SEND across the school.

Specialist Teaching Assistant: Mrs Wagner

Mrs Wagner is a specialist Teaching Assistant who supports the children here in St Joseph's. She works with groups of children throughout the school who are in need of extra support.

Specialist Support Teacher: Mrs Johnson

Mrs Johnson is a Specialist SpLD teacher who supports the SEND team every Friday morning. She helps to assess children and identify any specific areas of difficulty that are impeding a child's ability to learn and make progress.

Class Teachers

Class Teachers are responsible for providing high quality provision (Quality First Teaching) for all pupils. They plan for extra support and provision with the SENCo for those pupils who require it. They write and evaluate Personal Plans and ensure that families and pupils are fully involved in the process. They ensure that the school's SEND Policy is followed in their classroom and for all pupils they teach with SEND.

Teaching Assistants

Teaching assistants support all pupils in class. Here at St. Joseph's we have several Teaching Assistants who help support groups and individual children with their learning.

**SUPPORT FOR YOUR CHILD AT ST. JOSEPH'S PRIMARY SCHOOL
TEACHING AND LEARNING**

Children learn and develop in different ways. Teachers know and understand this and use different teaching styles to plan work at different levels in order to meet the needs of all pupils in their class. This is called "Quality First Teaching." All pupils at St. Joseph's receive "Quality First Teaching" from their class teacher. Our aim is to provide the highest quality learning environment for your child and for them to achieve their full potential. All our classes, when necessary, are supported by Teaching Assistants and pupils are offered additional support or catch up intervention / support programmes where needed.

At St. Joseph's the progress and attainment of all pupils is reviewed on a termly basis by the School Leadership Team. These termly pupil progress meetings can help identify children who may need additional support.

Parents and Carers are informed about their child's academic progress and targets through Parent's Meetings where you will receive the child's Assertive Mentoring form and the annual end of year school report. In addition, Parents and Carers of children who have an Education Health and Care Plan are invited into School termly to their child's review meeting.

The SENCo ensures that all staff follow the SEND Code of Practice, to support the needs of every pupil to ensure that all children at St Joseph's have every opportunity to achieve their true potential.

ADDITIONAL SUPPORT FOR SPECIAL EDUCATIONAL NEEDS

If a child continues to have difficulty after intervention or has a high level of difficulty when they join Our School, they may be considered to have special educational needs/disability (SEND) and are placed on the SEND register. This decision is made in partnership with Parents and Carers.

We have devised and follow a systematic identification process that can be downloaded below.

At St. Joseph's Primary we provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments.

Our School and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in School. This means they may have difficulty with:

- some or all of the work in School
- reading, writing and mathematics
- understanding and processing information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour or emotions
- making friends or relating to adults

At St. Joseph's Primary School teaching and learning opportunities are adapted and continually evaluated (with support of external agencies when required) to ensure the needs of all our learners are met. Parents and Carers should not feel unduly anxious about such additional support as it allows children to receive the specific help they need to make the next steps in their learning journey.

To ensure that staff are aware of specific children's needs pupils on the SEN Register (the official register of children with Special Educational Needs in school) have a SEND Folder. The folder ensures that staff have the correct information and pupils can monitor their own progress. This means that appropriate strategies are used to ensure that teaching has the maximum impact and pupils feel valued and their needs are understood.

SEND STAGES & TERMINOLOGY

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. Our School SEN Policy reflects the new SEND Code of Practice. Parents and Carers will be consulted at all stages of our graduated approach and the class teacher will inform you of the additional work they, or other adults in School, do with your child.

The process is as follows:

Quality First Teaching

All pupils in School receive quality first teaching, which is also known as Wave 1. Wave 1 is the effective inclusion of all pupils in high quality every day personalised teaching. Such teaching will, for example, be based on clear appropriate objectives that are shared with the children and returned to at the end of the lesson.

In Class Support

If a pupil has needs that are related to more specific areas of their education, such as spelling, handwriting, motor skills, communication, numeracy and literacy skills, then they may be considered for a Wave 2 intervention. A Wave 2 intervention is a targeted catch up provision for children to put them back on course. This will be led by a teacher or a teaching assistant and is done in focus groups in the classroom. Interventions at Wave 2 will be planned and reviewed by the class teacher half-termly to ascertain the effectiveness of the provision and to inform future planning.

SEN (Special Educational Needs) Support

If a child continues to have difficulty after a Wave 2 intervention or has a high level of difficulty when they arrive at School, they may require support from an outside agency. After assessments are completed by the SEN Team or an external agency, a programme of support called a Personal Plan is created and shared with Parents and Carers.

School may seek professional advice from a range of agencies including:

- Speech and language therapists
- Visual/hearing impairment teachers
- Health professionals
- Educational psychologists
- Occupational Therapists
- Physiotherapists
- School Nurse

Education, Health and Care Plan (EHCP)

(Formerly Statement of Special Education Needs)

If your child's needs are complex or severe we may suggest that we make an application for an EHC Plan to the Local Authority. This document will describe your child's SEND and the additional help they should achieve. This usually involves the Local Authority providing extra resources to help your child.

From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education, Health and Care (EHC) assessment (unless the Parents/Carers of the young person decide to opt out of the new system). This will lead to an EHC Plan instead of a Statement of SEND. For children and young people who already have a Statement of SEND, the transfer of Statements into EHC Plans will be a gradual process and this is the responsibility of the Local Authority.

Early Help

As part of our support for all children here at St. Joseph's Catholic Primary School, we have regular opportunities to consult support services and health agencies through a multi-agency approach that sometimes includes completing the Early Help Assessment Tool (EHAT) to support the family as well as the identified pupil.

School and the family will meet and discuss and plan together the best use of advice and support from other agencies, with a view to achieving the best outcome for the child and family.

Professionals who might attend an Early Help meeting include:

- The School Nurse who works closely with school and can advise and assess any medical needs. If a Care Plan were required this would be done in conjunction with the Parent and School nurse and would be reviewed annually.
- A Speech and Language therapist who works with children in School and can offer advice as to whether your child would benefit from this support or assessment.
- An Educational Psychologist may give advice or complete an assessment for a child.
- Outreach support from specialist schools.

To find services to help your child please use the link below to access Knowsley's Local Offer, in addition to this if you would like advice from professionals outside school you may find the following telephone numbers and websites useful:

☐ Knowsley Parent Partnership

0151 443 3283

☐ Knowsley Sensory Impairment Team

0151 443 5145

☐ Knowsley SEN Team

0151 443 5145

☐ Knowsley Information Service for Families www.knowsleyinfo.co.uk

0151 443 3247

☐ Knowsley Integrated Services: Paediatric Therapies

(Occupational Therapy, Physiotherapy, Speech and Language Therapy)

www.5boroughspartnership.nhs.uk/paediatrictherapies

0151 244 4389 / 4388 / 4387

□ ADHD Foundation www.adhdfoundation.org.uk

0151 237 2661

□ Autism Initiatives www.autisminitiatives.org

0151 330 9500

□ The British Dyslexia Association www.bdadyslexia.org.uk

0845 251 9002

□ Downs Syndrome Liverpool downsyndromeliverpool.org.uk

□ The Dyspraxia Foundation www.dyspraxiafoundation.org.uk

01462 455016

□ Headway: The Brain Injury Association <https://www.headway.org.uk>

0808 800 2244

□ Living with ADHD www.livingwithadhd.co.uk

□ Liverpool Mencap www.mencapliverpool.org.uk

0151 707 8582

□ National Autistic Society www.autism.org.uk

□ National Blind Children's Society www.blindchildrenuk.org

0800 781 1444

□ National Deaf Children's Society www.ndcs.org.uk

0808 800 8880

□ Down's Syndrome Association www.downs-syndrome.org.uk

0333 1212 300

FREQUENTLY ASKED QUESTIONS

Who should I talk to if I am worried about my child?

Your child's class teacher is always best placed to answer any questions you may have relating to any aspect of School life. They may consult other staff members involved with your child. You can also contact the School SENCo through the school office if your child's class teacher has not answered your concerns.

You can also complete a Concern Form and pass it into school FAO: Class Teacher/SENCo

What types of support will be available to my child? How will teaching be adapted?

There are many types of SEND support available at St. Joseph's Primary School. These range from full time 1:1 support to short 20 minute intervention / support sessions. Support for all children begins in the classroom with Quality First Teaching, where the class teacher plans differentiated activities in all lessons including a range of learning styles and outcomes. If a teacher feels that a child needs more support, they will share this information with you as a Parent/Carer and outline and deliver initial provision. If progress remains a concern, the class teacher and SENCo will follow the process outlined in the school SEND Identification Strategy.

How will I find out about my child's progress?

You can attend regular Parent's events throughout the School year and you will receive termly Assertive Mentoring forms. In addition, you can talk to the class teacher or call the School Office to arrange an appointment.

How can I support my child?

Stay in regular contact with School - we want to work in partnership with Parents and Carers. Attend all Parent meetings and support your child in following tasks and homework set by School. Encourage your child at all times and let us know of all successes outside of School. Always talk to your child's class teacher if you have any concerns or worries about your child.

We endeavour to support families as much as possible and are always approachable, as we want parents feel involved in the education of their child. This is done in a variety of ways including:

- Target setting so parents can see what their child is working on next.
- Home/school communication books for some children to inform parents about the child's day.
- Curriculum overview published on our school website
- Home reading logs
- Information on the school website
- Parent / Teacher Progress Meetings
- Parents' views at EHCPs and review meetings

If you feel we can support families in any other way please let us know.

How will the school let me know if they have any concerns about my child's learning in school?

Your child's Class Teacher will usually be the first to raise a concern and will approach this by following the SEN Identification Process. As part of the Identification Process pupils may complete short assessment activities with a member of staff or for more complex work with Mrs Johnson (school Specialist Advisory Teacher for SEN).

What examples of provision are available at St. Joseph's for pupils with SEND?

In our school we make provision for pupils with all types of Special Educational Needs and Disabilities.

All pupils on the register have One Plans with SMART child friendly targets.

S- Specific

M- Measurable

A- Attainable

R- Relevant

T- Time Bound

We know that some pupils will have difficulties in more than one area and we always do our best to meet their needs. All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support. We have a number of staff trained in a range of specific educational difficulties who can both offer teaching to the child and advice to both teacher and parent. The children participate in a range of activities and programmes that include:

- Read Write Inc. extra support
- Phonics catch-up
- Precision Teaching
- Assertive Mentoring
- Occupational Therapy Programmes
- Literacy Booster
- Numeracy Booster
- Phonics after school clubs
- Numeracy after school clubs

- Adaptation / inclusion of additional resources (iPads etc.)
- Speech and Language Support
- Individual support when required, including in class
 - Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)
- Individual reward systems
- Individual Workstations
- Personalised timetables
- Visual timetables
- Individual task schedules
- Adapted resources (scissors, lap weights)
- Home / School Record
- In Sync...

...Should you require more information on any of the above please contact Ms McIlroy (SENCo) at school. We constantly review and develop our additional provision to ensure that the needs of pupils are being met in the most effective way we can possibly provide.

Sometimes a child's needs are more complicated and require specialist support. At St. Joseph's, we work in partnership with outside agencies including:

- SENSIS (Special Educational Needs Inclusion Support Service)
- SaLT (Speech and Language Therapy)
- CAMHS (Child & Adolescent Mental Health Services)
- Health and Social Service
- Educational Psychology (Ms Win Little)
- Occupational Therapy
- Physiotherapy
- Parent Partnership
- Sensory Impairment Service
- ASC Advisory Teachers
- Inclusion Support Workers (Pat Tallant)
- School Nurse
- Paediatricians

The SENCo liaises with each agency to review the programmes in place for individual pupils, in order that specialist advice may be incorporated into Personal Plans.

What support is available for improving the social, emotional and mental health of pupils with special educational needs?

- Social Stories
- Target Cards

- Assertive Mentoring
- Nurture Groups
- Relaxation Groups
- Peer Mentoring
- Social Skills Sessions
- Circle of Friends
- A referral to CAHMS who work with children with anxiety, depression, post-traumatic stress disorder, eating disorder, OCD.

How do we know that the provision is effective?

Every child's attainment and progress is monitored throughout the school and termly and on-going assessments inform this data. Teachers meet with the Senior Leadership Team termly to discuss each child.

In addition to this children on the SEN Register (SEN Support and EHCP) are regularly monitored and depending on their areas of need may be assessed on the following:

- The number of letters/letter blends the child can read
- The number of letters/letter blends the child can spell
- The number of High Frequency Words the child can read (first 300 words)
- The number of High Frequency Words the child can spell (first 300 words)
- Reading Age
- Spelling Age
- Maths Assertive Mentoring
- Achievement of SMART targets on the Personal Plans.

Progress for SEN Pupils

Due to the fact that children's progress is not longer classified with levels, the way that we measure individual progress has been updated. In literacy, we track spelling age and reading ages. Maths progress is measured by personalised Personal Plan targets linked to Assertive Mentoring; class teachers will share this information with parents / carers during review meetings.