

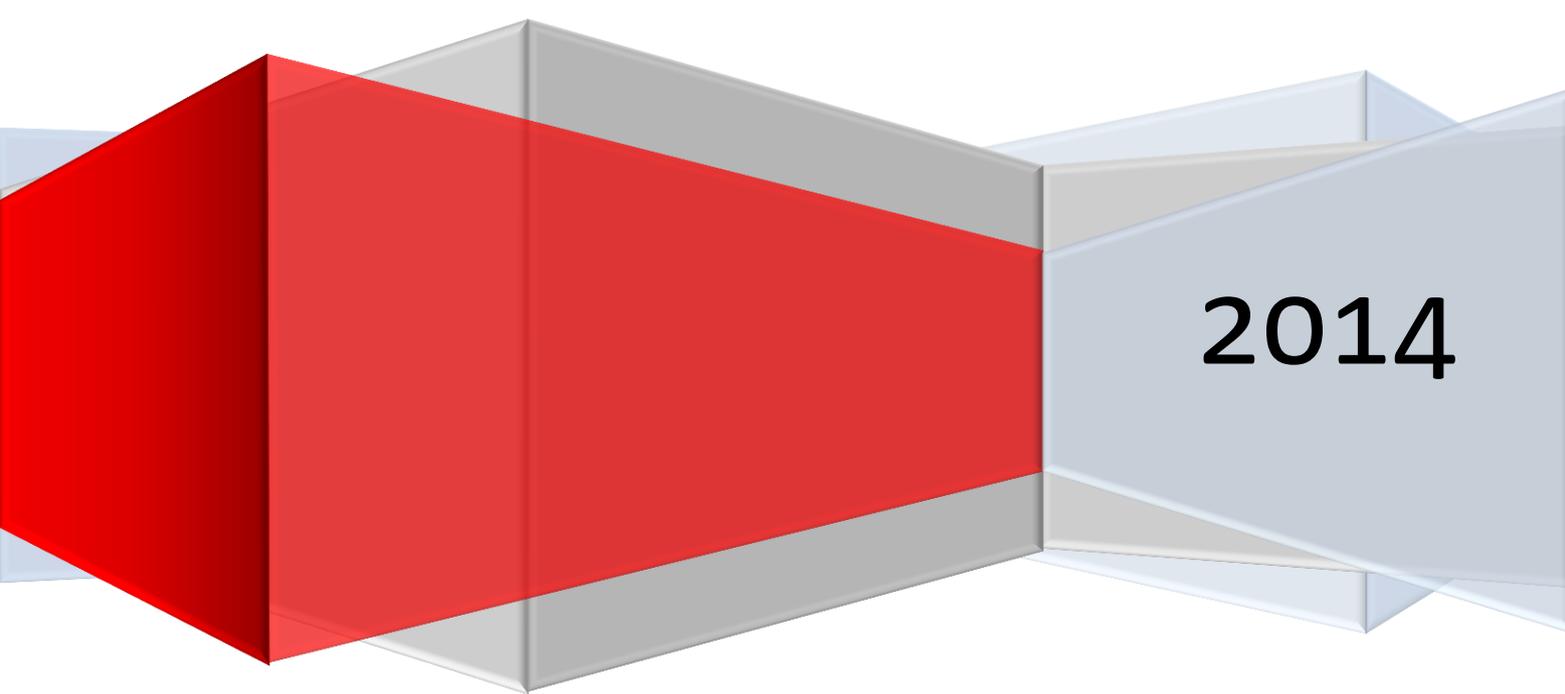
St Joseph's Catholic Primary School Birkenhead

SEND OFFER

Special Educational Needs and Disabilities Provision

Policy Statement

School Governors



2014

SEND Information



Introduction At St Joseph's Catholic Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Objectives of our SEND Provision

We aim :-

- (a) to enable every pupil to experience success
- (b) to keep an ongoing register (SEND Spectrum) of all children whom we consider to have special educational needs.
- (c) to identify those children as early as possible, assess, record and regularly review their progress and needs.
- (d) to provide learning programmes geared to their needs.
- (e) to work collaboratively with parents, other professionals and support services.
- (f) to ensure that parents or carers are able to play their part in supporting their child's education.
- (g) to involve the child, so as to encourage a move from dependent to independent learning.

St Joseph's firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

As of September 2014, all schools will be required to publish details of its school offer, detailing support for pupils with special educational needs and/or a disability to compliment the Wirral LA Local Offer. Below are details of the current school offer at St Joseph's and the Local Offer for Wirral.

As parents or carers you may have some concerns to raise about your child's learning and the first port of call should be your child's class teacher. Listed below are some of the questions you might want to ask.

They are interactive so please click on the question to follow the link to an answer.

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What is 'Special Educational Needs and Disability'?

A Special Educational Need (SEN) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum.

A Disability is a long term health condition which causes a difficulty or barrier to learn or to access the curriculum.

What should I do if I think my child has Special Educational Needs?

If you are concerned that your child has a special educational need (SEN), in the first instance we ask that you speak to your child's class teacher who will then follow up your concerns. Concerns can be discussed at parents' evenings which are held twice a year, or by making an appointment to meet with your child's class teacher at any point throughout the school year.

The Special Educational Needs Coordinator (SENCO) is also available to speak to of a morning before 8.50am and after school from 3.40pm and also on Tuesday all morning and Thursday afternoon by appointment. Miss Ward, the SENCO is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

How will the school respond to my concern?

The class teacher will listen to any concerns you may have at a pre-arranged meeting. If your concern cannot be met at that meeting then the class teacher will take some time to look into the concern and liaise with the SENCO and/or the Headteacher Mr Davenport. A follow up meeting will be arranged to ensure your concern is addressed and to plan any additional support your child may receive. If relevant at this stage, possible referrals to outside professionals to support your child's learning will be discussed.

How will the school decide if my child needs extra support?

If your child is identified as making limited progress within any of the four broad areas of need as identified in the 'Special Educational Needs and Disability Code of Practice', the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

What will the school do to support my child?

All children at St Joseph's Catholic Primary School are expected to deliver consistently good teaching that meets the needs of all pupils. This is known as Quality First Teaching.

This means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class within well differentiated ability groups. This may involve things like using more practical learning.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

However, we recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENCO) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

Any pupil identified as having a special educational need and/or disability is on the SEND register. Extra help will be given to these pupils to help them to make progress. Some examples of ways we may support your child further may include:

Specific group work within a smaller group of children

This group or one to one support may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

SEN Support

- Your child may engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher or outside professional may run these small group/individual sessions
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist (SALT) or Educational Psychologist (EP). This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with you, your child, class teacher and SENCO to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set specific targets which will include their expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group

This type of support is available for a child who has specific gaps in their understanding of a subject/area of learning and who therefore has been identified as requiring SEN Support.

Interventions currently being run are:

- VCOP Writing Intervention groups.
- *Speed Up!* Handwriting support.
- *Beat Dyslexia* programme.
- *Toe By Toe* Literacy support.
- *Launch the Lifeboat* Literacy support.
- Phonics booster groups in years 2 and 3.
- *Stareway to Spelling*.
- *Wave 3* Reading intervention.
- *Time to Talk* social communication group.
- *Socially Speaking* communication group.
- *Madeleine Portwood* motor skills intervention.

We also have additional specialist support from:

- Educational Psychologist Nicola Gundersen.

- SENAAT (Special Educational Needs Advisory and Assessment Team)
Teacher Dawn Brockett.
- Speech and Language Therapist.
- Paediatricians.
- WELLCOMM (Speech and Language for F1 AND F2)
- Pressure Point support for supporting families through some of their most difficult times. Issues addressed include bereavement, self-esteem, bullying, transition (for example from primary school to secondary school), and a range of other issues.
- Hearing Support Service.
- School Nurse Kathryn Hayes.

Education, Health Care Plans

From September 2014, 'Statements' will be replaced by 'Education, Health and Care Plans'(EHC). This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family. Over a 2-3 year period, most current 'Statements' will be replaced by an 'EHCP' at a child's annual review.

Only children with the most complex and significant special educational needs will be considered for an Education, Health Care Plan (EHC). If you think your child needs an EHC you will need to discuss your concerns with the school Special Educational Needs Co-ordinator (SENCO), who will advise you about whether your child needs an Education, Health and Care Plan and only once the school has exhausted its provision and outside agency support will this be considered. These discussions are normally held at a review meeting with outside agencies.

Who will support my child in school?

- Qualified and experienced teachers
- Experienced and skilled teaching assistants
- Higher level teaching assistants
- Volunteers
- Peer support
- Outside professionals

What training and expertise do staff have for the additional support my child needs?

Class teachers/Headteacher/Deputy Headteacher/SENCO:

- A mix of newly qualified teachers and experienced teachers
- A Physical Education specialist teacher working across classes in KS1 and KS2 and after school clubs
- All teachers have had First Quality training in areas of English and Maths.
- Office staff are fully qualified First Aiders and are trained in diabetes care, including taking blood sugars.
- Some teachers are qualified in First Aid and one teaching assistant in Paediatric First Aid.
- Key members of staff have had Safeguarding training
- All teachers have received up to date training on epi-pen and individual children's specific needs.
- Several members of staff are trained in the use of the defibrillator.

SENCO:

- Experienced class teacher across both Key Stages.
- Qualified teacher status.
- Non-class based for the equivalent of one day per week.

Teaching assistants:

- All teaching assistants trained to deliver Literacy and Maths intervention programmes
- Key teaching assistants trained to deliver Talking Time groups (Speech and Language)
- Some teaching assistants hold Higher Level Teaching Assistant Status
- Some teaching assistants have had Team Teach training
- All teaching assistants have received up to date training on epi-pen and individual children's specific needs

What support will there be for my child's emotional and social well-being?

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at St Joseph's.

If your child has a long or short term medical illness then please refer to the Medical Needs and Intimate Care policies which outline the level of care and support provided at our school.

Children are encouraged to talk first to their class teacher or Teaching Assistant if they have a concern or a worry regarding friendships and social activities. There is also a Friendship Mentor who the children can come and see on specific days and times in the week.

Our themed assemblies and lessons using the SEAL (Social and Emotional Aspects of Learning) framework support the children's personal development. Outside agencies support within all areas including social, mental and emotional health, such as Social Communication Outreach and the Wirral Teaching and Learning Centre Outreach.

Our school has a Behaviour policy which outlines a firm but fair approach for all children. Rewards and sanctions can also be personalised to suit a child's particular needs.

We offer a wide variety of after school and before school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips.

How will my child be able to contribute their views and be involved in the process?

Your child will be able to contribute at all SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews, informal discussions, through The Feelings Art book, Social Stories, etc.

Each child in the school is involved in creating their own One-Page Profile, detailing their likes and dislikes and telling the teaching staff how they would best like to be supported in school.

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

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. They have the children's IEPs alongside their planning to ensure children with SEND individual's needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

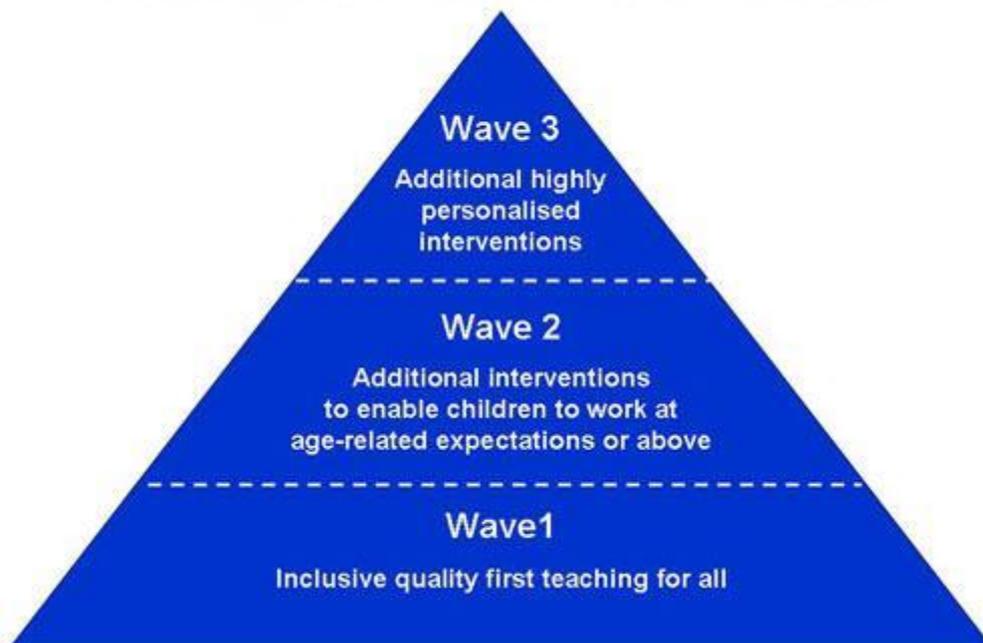
Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs

Waves of Support

The waves of intervention model shows the way we target additional support.

Waves of Intervention Model



- **Wave 1** describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated

work and creating an inclusive learning environment. All children will have their own One-Page Profile.

- **Wave 2** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Children will have their own individualised targets, created with input from themselves, their parents and teaching staff.
- **Wave 3** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

[Click here to see our provision map which is an example of the different waves of support we offer at our school.](#)

***What opportunities will there be for me to discuss my child's achievement?
How will I know how well my child is progressing?***

Your child will have two formal opportunities at Parents' Evenings to meet with your child's class teacher to discuss strengths, weaknesses, progress, etc. Further opportunities to meet with the class teacher can be made throughout the year if you or the class teacher has any further concerns. Parents will be actively encouraged to contribute to their child's One-Page Profile through discussion with teachers, primarily at Parents' Evening.

A child identified on the SEND register as having SEN Support will also have these same opportunities with the addition of discussing and reviewing the child's individual targets. Additional SEN Support meetings may be required throughout the year especially when there is the involvement of outside professionals.

If your child has an Education and Health Care Plan the plan will be reviewed on a minimum of a yearly basis.

For some children with SEND a home-school communication book can be a good link for both parties to learn more about your child on a daily basis ranging from any concerns, updates on positive learning and behaviour, etc.

How does the school know how well my child is doing?

Your child's progress is continually monitored by his/her class teacher. We know how well your child is doing by using the following:

- Assessments based on the Early Learning Goals Ages and Stages in the Reception year.
- Clear baseline assessments are made at the start of the school year, in the key areas of Writing, Reading, Spelling and Mathematics.
- His/her progress is reviewed formally every term and for Year 2 and 6 pupils, a National Curriculum level will be given in Reading, Writing, Mathematics and Science (For the school year 2014/15 only). Children in other year groups are working on the new National Curriculum 2014 and will be assessed as Emergent, Expected or Exceeding.
- Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. We also use Performance Indicators for Value Added Target Setting (PIVATS) to assess in smaller steps for all children identified with SEND. These will be identified for individual children. .
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children with SEND will have individual targets on the reverse of their One-Page Profile which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Outside professionals also provide school with further in depth assessments. These are usually from the EP, STAPS, SALT.

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

Your child will be allowed to attend any school club allocated to their specific year group. We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made, you can arrange to meet with the club leader to ensure safety and inclusivity for your child.

How accessible is the school environment?

ICT

Our school has enough laptops stored in trolleys that all staff can access to support to curriculum. All classrooms have laptops that children can use and we have a set of ipads.

Facilities

The building is accessible to children with physical disabilities via ramps from some external doorways with lift access to all floor levels. **There is also a medical suite with disabled toilet facilities as well as a shower and disabled car parking spaces in the car park.**

How will the school prepare and support my child to transfer to a new setting/school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- Additional support to take account of children's individual needs can be arranged, e.g. a child friendly book of photos and additional information to support the transition from one setting to another.

In Year 6:

- Your child will complete lessons about aspects of transition to support their understanding of the changes ahead.
- A member of staff from the secondary school settings comes to visit and meet with the children who will be attending their school. Your child will visit their new school on a set Transition Day and staff from the new school will visit your child in this school. Many hold Open Evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.
- If your child has already been identified as having special educational needs, then the SENCO at our school meets with all the secondary school SENCO during the final term of Year 6. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our SENCO passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

How can I be involved in supporting my child?

You can support your child by:

- Attending parents' evenings.
- Helping them to complete their homework to a good standard and on time.
- Ensuring your child gets to school on time and with all the appropriate equipment.
- talking to the class teacher if you have any concerns about your child,
- Providing lots of opportunities to speak and have conversations with your child.
- Reading with your child and practising number skills.

Teachers are more than happy to share any ideas they have with you so you can top up the learning at home.

How can I access support for myself and my family?

By looking at the [Local Authority's website](#), you will see a list of all the services available to you and your child. You can arrange to meet with our SENCO who might also be able to point you in the right direction.

Who can I contact for further information?

Mr P. Davenport – Headteacher available five days a week between 8:30 and 16:00 (appointment to be made)

Email: schooloffice@stjosephs-birkenhead.wirral.sch.uk

Miss C Ward – SENCO available Mon – Fri (appointment to be made). Email Senco@stjosephs-birkenhead.wirral.sch.uk

Class teachers – available five days a week (appointment to be made for more formal meetings)

Wirral Borough Council Local Offer

Providing information for children and young people (0-25 years) with special educational needs and disabilities.

<http://localofferwirral.org/>

The screenshot shows the homepage of the Local Offer Wirral website. At the top left is the 'Local Offer Wirral' logo. To its right is a navigation menu with links: Home, Find Services, Browse, What's On, Map, Youth Zone, SEND Support, Terms Explained, Have Your Say, and Contact Us. Below the navigation is a large banner with a photo of a child in a ball pit and the text 'Find Services. Search for services in Wirral for young people with special educational needs and disability services up to age 25.' To the right of the banner is a vertical list of service categories: Health, Social Care, Education, Transport, Info & Support, and Transition. Below the banner is the Wirral Council logo and the text 'Local Offer Wirral - Providing information for children and young people (0-25 years) with special educational needs and disabilities.' Further down, there is a paragraph explaining the local offer and its purpose, and another paragraph stating that the offer is developed in partnership with various groups.

Wirral Send Partnership

<http://www.wired.me.uk/uploads/SEND%20General%20Leaflet.pdf>

The screenshot shows a leaflet for the Wirral SEND Partnership. The leaflet has a purple header with the text 'How can I get information, advice or support?'. Below the header is a photo of a child with colorful balloons. To the right of the photo is the 'Wired' logo and the text 'Wirral SEND Partnership Information Advice and Support Service'. Below the photo and logo is contact information: 'Wirral SEND Partnership Information Advice and Support Service', 'Tel: 0151 522 7990', 'Tel: 0844 880 1500', 'Fax: 0151 670 1600', 'E-mail: contact@wired.me.uk', and 'Website: www.wired.me.uk'. Below the contact information is the address: 'Wired, Unit 7, Wirral Business Park, Arrowe Brook Road, Sutton, Wirral, CH48 1DX'. At the bottom of the leaflet is a photo of a family and the text 'Information, advice and support for children and young people aged 0-25 with special educational needs and/or disabilities and their parents or carers'. There are also logos for Wirral Council and other partners at the bottom.