



## Local Offer for pupils with Special Educational Needs and Disabilities

***At St Edmund's and St Thomas' Catholic Primary School we are committed to fulfilling our mission statement:  
'that they may have life, and have it to the full' (John 10:10)***

At St Edmund's and St Thomas' Catholic Primary School, we do our best to ensure that every child with Special Educational Needs and Disabilities (SEND) receives the support they need to make progress and be part of an inclusive school life.

All children have access to a broad and balanced curriculum with high expectations set for all pupils, relevant to their prior attainment. Potential areas for difficulty are identified and addressed as soon as possible. Lessons take into account possible areas of difficulty so that any barriers to achievement are overcome, through highly differentiated, quality first teaching.

Every teacher is a teacher of **every** child and we value all children in our school equally.

### ***How do we define Special Educational Needs?***

A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them. **(SEN Code of Practice 2014)**

### ***1. What types of SEND does the school cater for?***

The school provides 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

### ***2. What are the school's policies for identification and assessment of pupils with SEN?***

Pupils are identified as having SEN, and their needs are assessed through:

- Information passed on from Nursery or previous schools
- FSP, KS1 and 2 results, baseline testing and progress data



Discussions during termly pupil progress meetings  
 Discussions between teachers, parents, pupils and teaching assistants during SEN review meetings  
 Analysis of the impact of intervention programmes  
 Feedback from teaching staff and observations  
 Analysis of the impact of Pupil Premium interventions  
 Referrals from parents  
 Pupil referrals  
 Information received from external agencies, e.g. pediatricians, speech therapists

**3a. How do we evaluate the effectiveness of the provision made for pupils with SEN?**

- Impact tracking is completed at least termly and adaptations to provision are made in light of these findings
- Termly evaluation of individual pupil SEN Support Plans
- Discussions during SEN review meetings
- Observations of teachers' quality first teaching approaches
- Observations of teaching assistants delivering programmes to SEN children
- Progress and evaluation are reported to the Governor with responsibility for SEN
- Reports to the Governing Body are made through the Headteacher's Report
- SEN Information Report posted on Website

**3b. What are the arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review?**

Arrangements include:

- Data tracking and pupil progress review meetings
- SEN Support Plans are in place for children on the SEN register and parent and pupil voice is included.
- ECHP and High Needs Funding Action plans are reviewed and adjusted.
- Observations of teachers by Senior Leadership Team to ensure effective and inclusive quality first teaching strategies are in place.
- Observations of teaching assistants delivering programmes to children on the SEN register.
- Diagnostic assessments whereby information is used to inform support plans.
- Meetings with pupils and families to review and adjust SEN support plans.
- Analysis of the impact of Intervention programmes through beginning, middle and end assessments.

**3c. What is the school's approach to teaching pupils with SEN?**

Provision for SEN pupils includes:

- High quality teaching, with appropriate differentiation in place
- Extra adult support in classrooms depending on availability
- In class small group or 1:1 support by the class teacher during lessons
- Personalised provision through time limited programmes
- Personalised provision through adapted resources and interventions
- Assessments and observations carried out by external agencies e.g. Educational Psychologist, Inclusion Consultant, Speech and Language therapist



- Recommendations from external agencies are implemented into SEN support plans by teachers and teaching assistants working with individual children

### **3d. What adaptations are made to the curriculum and the learning environment of pupils with SEN?**

The curriculum /learning environment may be adapted by:

- Groupings that target specific levels of progress
- Differentiated resources and teaching styles
- Appropriate choices of texts and topics to suit the learner
- Pie Corbett 'talk for writing' approaches to develop writing in a visual way
- Opportunities for children to go on school trips to build up a greater experience and understanding of topics covered
- Access arrangements for tests
- Additional adult support in class, outside of the class in small groups or on a 1:1 for timed sessions each week.

### **3e What additional support is available for SEND pupils?**

The school provides various intervention programmes that meet the individual needs of pupils. Children who may require higher levels of support have access to appropriately trained support staff. Examples of some of the programmes available to our children are listed below:

#### **Communication and interaction**

Schoolstart

The Listening Programme

Time to Talk

#### **Cognition and learning**

Read Write Inc for reading and spelling

Early Reading Programme

Early Fluency Programme

Amber Reading Programme

Word Shark

Number Shark

Project X guided reading

Reciprocal Reading

Barrington Stoke dyslexia friendly reading programme

Numicon

Non-verbal reasoning programme

Active Literacy

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

Learning to Become Socially Talented

Social stories

Parenting 2000 Counselling

Circle of friends

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

Gross motor skills programme delivered by Coach Rose

Fine motor skills programme

Teodorescu writing programme



**3f. What support is available for improving the social emotional and mental health of pupils with special educational needs,**

Pupils are well supported by:

- A social emotional and mental health support team that provides programmes such as friendship groups, anger management and self-esteem building
- Delivering of social stories and Learning to Become Socially Talented programme
- Targeted support for individual pupils and involvement of external agencies
- School Council
- Pupil Voice
- Reduced or modified timetable
- Home/school communication
- Delegation of a key person to support individual pupils
- Visual timetables
- Access to bought in counselling service

**4) The Name and contact details of SEN Co-ordinator**

**Name and contact details of SEN Governors**

SENCo – Mrs Louise Cooke

Intervention Programme Leader/Deputy Head – Ms Alison Pritchard

Headteacher – Mr Kieran Loftus

SEN Governors – Mr Paul Cummins and Mrs Catherine Fitzsimons

School telephone number: 0151 928 5586

**5. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.**

- An audit of staff expertise in SEN is undertaken annually
- Whole staff are trained in supporting pupils with ASD and using social stories
- Whole staff are trained in teaching a synthetic phonics programme (Read Write Inc) and teaching early reading
- Support staff are trained to teach a range of intervention programmes including: reading programmes and Fresh Start
- Individual staff are trained re : ADHD, ASD, Code of Practice, supporting the socially and emotionally talented child
- Specialist expertise is engaged from external services including: an Educational Psychologist, Speech and Language Service, CAF Team, Educational Welfare Service, Occupational Therapy, Counselling Services and the School Nurse

**6. What specialist equipment and facilities are there to support children with SEN?**

- A wide range of ICT equipment is available to help motivate pupils and access learning. These include laptops, iPads, microphones, listening programmes and talking books.



- Word Shark and Number Shark are used to develop and reinforce basic skills in literacy and numeracy.
- Workstations, visual timetables, task organiser boards and equipment such as countdown timers are employed to assist pupils in understanding what is expected of them and help them remain engaged with their learning.
- Advice and equipment from outside agencies is employed as and when the need arises, such as specialist seating or writing slopes.

### ***7. What arrangements are there for consulting and involving parents of children with SEN?***

- For most children with SEN, parental contact with the class teacher is regular and meetings occur when the parent or teacher has something specific to discuss.
- At the beginning of the school year current and previous class teachers meet to update and SEN Support Plans. Parents will be invited in termly to review and help set new targets for their child's learning and progress.
- Class teachers are always available for parents to contact as is the school SENCo. This may be through regular meetings or telephone calls and achievement books.
- For children with more significant difficulties, termly meetings are held. The class teacher, parent, teaching assistant, external agencies, and where appropriate, the pupil will attend the meeting to discuss progress and the impact of the support provided. New targets and actions are agreed at this meeting.

### ***8. What arrangements are there for consulting children with SEN about, and involving them in, their education?***

Children are informed and involved in their SEN Support Plans in a number of ways:

- Through discussion with their class teacher and teaching assistant about their provision, their learning targets and their preferred learning environment within the classroom.
- Through meetings with external agency staff to discuss recommendations and strategies.
- By consulting the child and family to ascertain their views regarding their support, progress and well-being.
- By attending meetings, if appropriate.

### ***9. What are the arrangements for parents of children with SEN who may wish to make a complaint about the provision?***

- Parents are advised to talk to the class teacher in the first instance.
- The SENCo can be contacted to discuss any issues parents may have regarding their child's progress or wellbeing.
- The Headteacher and Deputy Headteacher can be contacted to discuss any issues parents may have regarding their child's progress or wellbeing.
- If parents have a complaint, they should go to the policy section of the school's website. The Complaints Procedure is explained in this section.



**10. How does the school and governing body involve health, social services bodies, Local Authority services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

The school works with a number of external agencies to seek advice, support and conduct progress reviews to ensure that the needs of the children are fully understood and met.

These include:

- Sefton Special Educational Needs and Inclusion Service (SEENIS)
- Educational Psychology Service
- Physiotherapy Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Child and Adolescence Mental Health Service (CAMHS)
- School Nurse
- Pediatric Services

Working in partnership with external agencies provides the child, family and school with:

- Personalised care, education, pastoral or transition support plans.
- Strategies and equipment to ensure access to the curriculum and enhance progress.
- Diagnostic assessments, recommendations, action plans, advice and referrals to other agencies.
- Training for school staff.

**11. What are the contact details of support services for parents with SEN?**

Educational Psychologist	Stuart Duckworth/Emma Dowling	<a href="mailto:SEENIS@sefton.gov.uk">SEENIS@sefton.gov.uk</a>
Inclusion Consultant	Emma Hart	0151 934 2347
School Nurse	Ellie Connolly	0151 247 6354
SEENIS	Sara Chatten	<a href="mailto:SEENIS@sefton.gov.uk">SEENIS@sefton.gov.uk</a>
Occupational Therapy / Physiotherapy		
Paediatric services		
CAMHS	Sefton CAHMS	01512824527
Speech and Language Services	Netherton Health Centre, Magdalen Square, Netherton, L30 5SP	0151 247 6109
Special Educational Needs and Disabilities Information Advice and Support Service (SENDIAS)		0151 934 3334
Sefton Parents and Carers	<a href="https://www.seftonpcf.org/">https://www.seftonpcf.org/</a>	info@seftonpcf.org



### **12. What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education?**

Arrangements for supporting pupils with SEN in a transfer between classes may include:

- Preparing the child for the transition, during the Summer Term including additional visits to the new class with the new teacher.
- Pictures of new staff in a transition booklet.

- Involving the new teacher in end of year review meetings.
- Inviting the family and child to discuss the transition, meet the new teacher and discuss implications of the move.
- Possibly moving a familiar member of staff into the new class.
- Teaching staff sharing information, reports and support plans

Arrangements for supporting pupils with SEN in a transfer to a new school may include:

- The SENCo organises meetings with the family, child, staff from the new school and outside agencies to discuss and agree a transition plan.
- The SENCo organises additional visits to the new school for the child and family. This may include the SENCo or a familiar member of staff accompanying the child on the visit.
- The completion of a transition booklet
- The SENCo ensures information, reports, support plans and pen portraits are discussed with and given to the SENCo in the new school.

### **13. Where is the Local Authority's Local Offer published?**

Click on the link below to go to Sefton Council's local offer website;

<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

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