



## St Columba's Catholic Primary School

### Special Educational Needs (SEN) Information Report for Parents

We hope that you find this report useful. If you have any further questions, then please do not hesitate to contact Miss Syddall, the school's designated member of staff for Special Educational Needs

#### **What should I do if I think my child has a Special Educational Need or Disability?**

If you have any concerns regarding your child's development, please speak initially to your child's class teacher. Further discussions may then be arranged with the school's SENCO and, if appropriate, referrals may be made to outside agencies for further advice and support.

If you have a concern related to a medical or health issue then you may wish to seek advice from your doctor or health visitor.

#### **What is the school ethos/approach to SEN and Disability?**

St Columba's is a fully inclusive school and welcomes children with special educational needs and disabilities. All children with identified special educational needs or disabilities will receive additional support from staff within school and we will work alongside outside agencies to deliver specific intervention programmes.

We are committed to working alongside the child, their family and outside agencies to ensure that all children at our school are able to access their entitlement to a full education.

#### **How will I know how my child is doing in school?**

Parents are kept well-informed about their child's progress. All parents are invited to attend Parents' Evenings in the autumn and spring terms, where progress and targets will be discussed with the child's class teacher. In the summer term, all parents will receive a detailed written report for their child and a drop-in session is arranged for any parents who wish to discuss this report in more detail. IEPs (Individual Education Plans) are written for all children with special educational needs and these are discussed with both parents and pupils.

Those children who have a Statement of Special Educational Needs or an Education, Health, Care Plan will have one formal review a year, where all agencies involved with the child will meet together to discuss their progress and set new targets.

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

St Columba's monitors pupils' well-being carefully and staff within the school will act on any concerns that they have regarding a child's well-being.

Alongside the PSHCE curriculum, which is delivered to children in all year groups in school, a range of interventions are offered by the school's learning mentor, on both an individual and group basis. Outside agencies also come into school to work with children where appropriate. Parental permission is always sought before any of these interventions commence.

Support is offered for parents, in the form of workshops, which include curriculum drop-ins and courses such as Triple P Parenting.

**How will I be involved in discussions about, planning for, and involvement in, my child's education?**

Parents of children with identified special educational needs are fully involved in reviewing their child's progress against set targets and in setting new targets through termly meetings. They will also be kept fully informed about the provision for their child within school and support and advice will be given to parents about strategies to use at home.

All children with a Statement of Special Educational Needs or an Education, Health, Care Plan will have an annual review which will involve families in planning appropriate provision for their child and setting suitable targets based on their progress and individual needs.

**How does the school involve children and young people in their education and in the decision making process?**

Where appropriate, all children are involved in setting their own targets for development. Those children with an IEP are involved in the reviewing process and their ideas are taken into consideration when writing new IEPs.

Those children with a Statement of Special Educational Needs or an Education, Health, Care Plan will be actively involved in the annual review meeting, where they will help to review their progress over the year, set new targets for development, consider their long-term aspirations and identify how they best be supported in school.

**Who, outside of school, can I turn to for advice and support?**

The following services may be able to offer support and advice for parents:

Bolton Information And Advisory Service – 01204 848722

Ladywood Outreach – 01204 333400

Behaviour Support – 01204 338133

School Nursing Team – 01204 463563

Social Services – 01204 337408

Speech & Language Therapy – 01204 462670

Occupational Therapy – 01204 463484

Physiotherapy – 01204 463477

Sensory Support – 01204 333120

Child And Adolescent Mental Health Service – 01204 390659

Educational Psychologist – 01024 338060

**Where can I find information about Local Authority provision for children and young people with SEN?**

The Local Offer is available on Bolton Council's website.

<http://www.localdirectory.bolton.gov.uk/send.aspx>

**How should complaints regarding SEN provision be made and how will they be dealt with?**

All complaints are dealt with in line with the school's complaints procedure which is available from the school office on request. Initially, parents are encouraged to raise any concerns with the child's class teacher to see if their concerns can be addressed. If parents are not satisfied the complaint should be referred to the Head Teacher. The final step would be to refer the complaint to the Chair of Governors if it has not been resolved to a satisfactory level. The Governing Body sub-committee for SEN will then deal with the complaint.

**How do I get a copy of the school SEN policy?**

The school's SEN policy is available on the school website. A hard copy is also available from the school office on request.

**Who do I contact for further information?**

Miss Helen Syddall is the school's SENCO. If you wish to discuss any area of concern with Miss Syddall, please arrange an appointment at the school office.

**What are the schools Admission Arrangements ?**

St Columba's is a Roman Catholic Primary School established to serve the parish of St Columba's. The school is maintained by Bolton Local Authority and falls to the Trusteeship of the Diocese of Salford. The Governing Board is the admitting authority and its aim is to provide a Catholic education for every Catholic pupil resident in the parish. The Governing Board will admit children having a statement of Special Educational Needs or Educational Health and Care Plan (EHC) in which St Columba's is named.

For further information on admissions to our school please see our website.

A paper copy of the policy is also available from the school office.



## Need specific information

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<b>The school policy for the identification of needs</b>	<ul style="list-style-type: none"> <li>• Teacher assessment within class</li> <li>• End of term and end of year test results</li> <li>• Monitoring of progress made across a range of subjects</li> <li>• Support from external agencies, such as Ladywood and Educational Psychology Service (EP)</li> </ul>	<ul style="list-style-type: none"> <li>• Information from parents</li> <li>• Information from class teacher and teaching assistants</li> <li>• Information from Speech &amp; Language therapists following referrals</li> <li>• Ladywood Outreach monitoring and assessment</li> <li>• EP Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Information from parents</li> <li>• Feedback from class teacher and teaching assistants</li> <li>• Information from any pastoral interventions</li> <li>• Observation in class, playtimes, lunchtimes</li> <li>• Behaviour logs, changes in attitude</li> <li>• Boxhall Profile</li> <li>• Possible specialist involvement – EP, Nurture Group, CAHMs</li> </ul>	<ul style="list-style-type: none"> <li>• Information from parents/health visitors/school nurse</li> <li>• Age-related checks e.g. vision/hearing</li> <li>• Observations in P.E. at playtimes</li> <li>• If appropriate assessments from specialist agencies, i.e., Occupational therapy, Physiotherapy, teachers for visually or auditory impaired children</li> </ul>
<b>How the school assesses whether a child/young person has a SEN</b>	<ul style="list-style-type: none"> <li>• Diagnostic tests linked to specific areas of concern</li> <li>• Assessment by external professionals</li> <li>• Pupil Progress meetings</li> <li>• Assessment by class teacher</li> <li>• Teaching assistant feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments by Speech &amp; Language Therapists</li> <li>• Ladywood Outreach</li> <li>• Health – i.e., school nursing</li> <li>• Class teacher assessments</li> <li>• Teaching assistant feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Concerns raised by class teacher or parent if additional strategies are needed to support the pupil</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support or advice needed to assist pupil to access full curriculum in school.</li> </ul>
<b>Type of SEN provision made throughout the school</b>	<p><b>Pupils with an Education, Health &amp; Care Plan or a Statement of Special Educational Needs</b></p> <p>1:1 support Social skills groups Implementation of strategies suggested by outside agencies</p>	<p><b>Pupils with an Education, Health &amp; Care Plan or a Statement of Special Educational Needs</b></p> <p>1:1 support Speech and language programmes delivered in school Visual prompts</p>	<p><b>Pupils with an Education, Health &amp; Care Plan or a Statement of Special Educational Needs</b></p> <p>1:1 support Implementation of strategies suggested by outside agencies Social skills groups</p>	<p><b>Pupils with an Education, Health &amp; Care Plan or a Statement of Special Educational Needs</b></p> <p>1:1 support Implementation of strategies suggested by outside agencies Seating plans to minimise</p>

	<p>Social skills groups Personalised curriculum if appropriate Additional time to complete tasks</p> <p><b>Pupils who do not have an Education, Health and Care Plan or a Statement of Special Educational Needs</b> Small group support Booster groups Social skills groups</p>	<p>Visual timetables Individual workstations Personalised curriculum if appropriate Additional time to complete tasks</p> <p><b>Pupils who do not have an Education, Health and Care Plan or a Statement of Special Educational Needs</b> Visual prompts Visual timetables</p>	<p>1:1 and small group learning mentor sessions</p> <p><b>Pupils who do not have an Education, Health and Care Plan or a Statement of Special Educational Needs</b> Behaviour charts Home school diaries Social skills groups Learning mentor involvement</p>	<p>difficulties Enlarged texts etc Personalised curriculum if appropriate Additional time to complete tasks</p> <p><b>Pupils who do not have an Education, Health and Care Plan or a Statement of Special Educational Needs</b> Seating plans to minimise difficulties Enlarged texts etc</p>
<b>How the school evaluates the effectiveness of the provision made</b>	<p>Progress tracked each half term in core subjects Pupil Progress meetings Provision Mapping Lesson observations SENCO monitoring</p>	<p>Speech and Language assessments completed Speech and Language Therapy reports, monitoring visits if appropriate</p>	<p>IEPs reviewed and updated regularly Behaviour logs Home-school diaries</p>	<p>Regular visits from external agencies to monitor progress. Learning mentor logs</p>
<b>How the school adapts the curriculum and school environment for pupils</b>	<p><b>Curriculum</b> Differentiated curriculum planning, activities, delivery and outcomes In-class targeted teacher support In-class targeted TA support Increased visual aids/modelling etc Use of writing frames Access to ICT Access to intervention groups Access to homework clubs Access to on-line activities Individual or group reading Parent workshops &amp; Family Learning</p> <p><b>Environment</b> Visual timetables Visual aids</p>	<p><b>Curriculum</b> Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words Increased visual aids, modelling etc Structured school and class routines ELKLAN strategies Support for language development at home</p> <p><b>Environment</b> Visual timetables Use of symbols</p>	<p><b>Curriculum</b> Whole school behaviour policy Safeguarding policy Whole school rules Whole school rewards and sanctions systems Class rewards and sanctions Extra-curricular clubs Circle Time/Class Assembly Clubs PSHE focus work SEAL activities</p> <p><b>Environment</b> Use of visual symbols</p>	<p><b>Curriculum</b> Flexible teaching arrangements Staff aware of implications of physical impairment Writing aids Pencil grips Support from community nurses and external agencies</p> <p><b>Environment</b> Class seating plans carefully considered</p>

				Larger text size on whiteboard, displays and resources All classrooms fully carpeted to minimise noise disruption
<b>How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs)</b>	Pre teaching Small group/1:1 support where necessary Any additional needs or considerations included in risk assessments	Changes in routine discussed prior to event Use of symbols Small group/1:1 support where necessary Any additional needs or considerations included in risk assessments	Changes in routine discussed prior to event Pre teaching Any additional needs or considerations included in risk assessments Small group/1:1 support where necessary Individual behaviour strategies/plans as appropriate	Any additional needs or considerations included in risk assessments Small group/1:1 support where necessary
<b>What specialist skills/expertise do school staff have?</b>	Teaching staff taken part in professional development sessions on differentiation	Staff have had autism aware training	Learning mentor	
<b>What training are the staff teaching and supporting pupils with SEN having/recently had?</b>	Educational Psychologist discussions with class teachers to support and implement strategies.	Teaching assistants trained by S&L therapists to deliver specific programmes	Internal training within staff meetings	
<b>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services)</b>	Educational Psychologist assessments Ladywood Outreach Behaviour Support Nurture group and Parent Partnership Social Care School Nurse	Speech and Language therapists Ladywood Outreach	Healthy Schools Team School Nurse CAMHs Family Worker Health Visitor Social Care	Occupational Therapists Physiotherapists Visual Impaired Services Hearing Impaired Services School Nurse Community Nurses
<b>How is equipment and facilities to support pupils secured?</b>	Where possible, items are secured using the school budget and/or monies allocated for SEN based on prior attainment. For larger items the need is identified in annual reviews and priorities are identified to best support each pupil. For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils.			
<b>How does the school support pupils with SEN during</b>	Prior to starting at St Columba's the team meets with staff from feeder nurseries and carry out a home visit so that children can make the best start			

<p><b>transition?</b></p>	<p>at school. Children in the Early Years are invited to stay and play sessions so that they are more confident on entry. Where a child presents with additional needs of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents prior to starting school to identify any additional provision and to discuss any specific concerns.</p> <p>When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Progress data and other information is passed on and teachers are able to access any information from previous years. Additional transition is arranged for children with identified special educational needs and they will produce a picture book to take home with them over the summer holidays.</p> <p>Year 6 pupils with special educational needs have additional transition days to their High School in liaison with Ladywood Outreach Service, where appropriate. The Learning Mentor will also accompany children on extra visits. Assessment documents and other necessary paperwork will be transferred with meetings with High School SENCOs and staff. Pen Portraits and forms will be completed by class teachers for transition to High School.</p>
<p><b>How does the school support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?</b></p>	<p>Social Skills groups  Additional transition days to High School  Meeting with High School teachers  All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing  Child centred reviews  I Can Make It Happen project  Links with local community projects e.g. fire station, Castle Hill Centre  PCSO links</p>