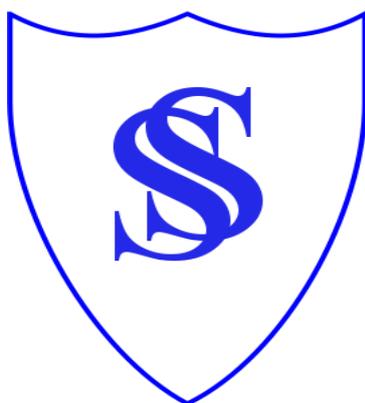


St Stephen's Catholic Primary School

'Working together to succeed, through faith in Jesus Christ'

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

Special Educational Needs & Disability **Local Offer 2018/19**

DOCUMENT STATUS:

Produced By	Version	Date	Action	Review
St Stephen's Catholic Primary School	1	September 2018	For adoption by Full Governing Body	September 2019

St Stephen's Catholic Primary School – Local Offer 2018 -2019

Organisation

St Stephen's Catholic Primary School

Description

St Stephen's Catholic Primary School serves the communities of Longford and Orford. Our parish church is just next door. We are a Catholic Primary School where the gospel values included in our mission statement are at the heart of all we do.

Contact Telephone

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Website

<http://www.st-stephens-catholic.eschools.co.uk/website>

Venue Name

St Stephen's Catholic Primary School

Street

Sandy Lane

Town

Warrington

Postcode

WA2 9HS

Local Offer details

St. Stephen's aims to provide every child with high quality teaching and learning opportunities within a caring and stable environment which promotes inclusivity and co-operation and respect for others through the nurture of Christian and moral values. The school is wheelchair accessible.

Currently, 14% of our children have been identified as needing SEN support and 2% of our children have an EHCP.

Local Offer Contact

Mr Steven Hatton (Headteacher)

Local Offer age bands

5-7, 8-11

Local Offer facilities

Wheelchair access, secure environment, accessible toilet, accessible parking.

Local Offer school setting

Primary School

Local Offer school setting description

Faith School Mainstream

How will the setting know if my child needs support?

All children throughout the school are monitored via our Pupil Progress and Provision Mapping cycle. At St Stephen's we recognise that a number of children may have Special Educational Needs or Disabilities (SEND) which may be long or short term and may arise from general learning difficulties or temporary or permanent medical or emotional problems.

The work in every school class is a continuous cycle of observation, assessment, planning, target setting and reviewing which takes account of the wide range of abilities, aptitudes and interests of the children. Teachers employ a variety of approaches and make provision for increased curriculum differentiation in order to maximise the achievement of all the children. SEND monitoring identifies each child's needs against the four areas of need in the Code of Practice, and identifies the provision in place for that child (staffing, resources, activities, approaches). This is reviewed termly and is the basis for discussion between class teachers and the SENDCo particularly at the beginning and middle of the school year and at transition time in July.

As recommended in the Code of Practice, there is a graduated model of action and intervention to help children who have special educational needs at St Stephen's. This

approach recognises that there is a continuum of special educational need. Where necessary, increasing specialist expertise will be brought to bear on the difficulties that a child may be experiencing; therefore ensuring progressively more powerful interventions can be used to meet increasing need. This model also allows the range, type and intensity of interventions to be reduced as a child makes progress.

What do I do if I think my child has SEND?

If you think your child has a special educational need you should speak to your child's class teacher in the first instance. Your child's teacher may also speak to the Special Needs Coordinator (SEND Co) or suggest that you meet with the SENDCo. Any steps to provide additional assessment within school or from outside agencies will always be discussed with you. No steps are taken without parental knowledge and permission. If you are not happy that your concerns are being managed and your child is still not making progress you should always speak to the SENDCo or Head Teacher. If you are still not happy with the steps taken you may speak to the school SEND Governor.

How will the staff support my child?

The class teacher is, obviously, the main supporter of your child. The class teacher in consultation with the SENDCo parents/carers and young person will discuss and plan the education programme. Where appropriate there will also be support from the teaching assistant and/or SENDCo. The effectiveness of this will be monitored over time and progress will be reviewed regularly at least termly. The class teacher will continue to inform parents/carers when necessary and liaise with the SENDCo where appropriate. The Governors will monitor the progress of SEND children.

How will the curriculum be matched to their needs?

School provision maps identify categories of need and resources are allocated to best fit those needs. Teachers differentiate lessons according to individual child needs and where necessary Individual Provision Maps are generated in consultation with parents / carers and children. These detail specific targets, resources and support on an individual basis.

How will I be informed of my child's progress?

The progress of all children is assessed every half term and discussed in detail at a meeting attended by the class teacher, assessment coordinator, SENDCo and headteacher. School has an open door policy and you can therefore arrange to talk about your child's progress and needs with the class teacher, SENDCo or headteacher at any arranged time. You are invited to a Parents' Evening twice a year where your child's progress and future steps are discussed. This can include personalised targets and your child's support on the Provision Map. The SENDCo is also available on these evenings for individual appointments.

Sometimes we use home and school link books between families and school to help us communicate with you throughout the week. At the beginning of each term information regarding the curriculum requirements for each class is sent home so that you can see what your child will be learning about in school. Further information on all curriculum policies can be found on the school website.

What about my child's overall well being?

Your child's class teacher knows all class members well and provides pastoral guidance to support each child's emotional needs. If you have any concerns about your child's emotional health and well-being this is best discussed in the first place with your child's teacher. All classes have support from teaching assistants who also know the children very well and can mentor and advise as appropriate. Together, these adults can quickly spot individuals who are vulnerable and act swiftly and sensitively to support their needs. If appropriate, small group interventions are put in place to help develop social skills or self-esteem. School also has a designated Nurture Group which supports identified 'vulnerable' children from across all the classes.

Children with specific needs such as autism, for example, will have support tailored to their individual needs to help them communicate and progress more effectively. The SENDCo, again, supports teachers and teaching assistants with both the informal pastoral guidance and mentoring and with the more structured approaches. There is close liaison between the SENDCo and the Nurture Group leader.

If your child has physical or medical needs a care plan can be set up to outline the provision required so your child can access all aspects of school life as fully as possible. We have clear procedures and policies for administering medicines and dealing with accidents. Our behaviour policy includes guidance on expectations, rewards and sanctions and is closely followed by all staff. All school policies can be found on our website. School monitors attendance daily and takes the necessary actions to prevent unauthorised absences.

What specialist services can the setting access?

- The school employs a qualified teacher who is the designated Special Educational Needs Coordinator (SENDCo). The SENDCO is currently part time (0.5fte) and a member of the Senior Leadership Team. School can access some services and professionals that are centrally provided by the local authority or health service. These include: Education Psychologists, Visual and Hearing Impaired Specialists, Speech and Language Team, School Health and Specialist Nurses.
- Referrals can also be made to agencies such as Speech and Language services, Occupational Therapist, Physiotherapist, Specialist Orthoptist, Community Paediatrician, CAMHS.
- School has made provision to provide play therapy to promote the health and wellbeing of identified pupils.
- The School Health Advisor is available to discuss matters informally and as the pathway to specialised nurses for conditions such as Autism and Attention Deficit Hyperactivity Disorder (AD(H)D), Family support can be provided and referrals to agencies for counselling and mental health issues can be made.
- As available support from the local authority is limited school also pays privately for the support (assessments, advice/recommendations etc) from companies who can provide specialist teachers and an Educational Psychologist for learning/behaviour issues.

What training do staff receive when supporting SEND

The school SENDCo attends regular Special Educational Needs (SEND) training through cluster school provision to maintain up to date knowledge of SEND practice. The SENDCo has many years' experience working with children who have special educational needs and disabilities. Where there is a need the SENDCo facilitates CPD for staff. This can be training a teaching assistant supporting an individual child as well as training for larger groups of staff. Teachers and support staff attend training courses out of school that are relevant to the needs of specific groups or individual children in their class.

Inclusion of activities outside the classroom

At St Stephen's Catholic Primary School we seek to include all children in all activities and will work closely with parents / carers to ensure barriers to participation are catered for. Risk assessments will be shared with children and families to ensure correct provision is in place.

How accessible is the settings environment?

The school has made all reasonable adjustments so that the physical and learning environment is accessible to all. There is wheelchair access and a toilet suitable for disabled users. There is a large 'bank' of SEN resources which all staff can access. The resources are annually reviewed and increased. School values and respects diversity in our setting and attempts to meet the needs of all our learners.

How will you support my child through transition?

Many of our children move into the Reception class from local nurseries. Visits are made by the children with familiar staff on-hand to offer support. The Reception teacher will also visit the children in their individual settings to meet the children and gain any necessary information needed about each child. A meeting is also held for parents of the new Reception intake each year to enable them to meet all staff and become familiar with the school. Towards the end of each school year the children spend some time in the class they will be moving into in order to familiarise themselves with their new class teacher and classroom.

Our approach to supporting children who transfer from another school is flexible as we respond to the needs as they arise. Some children need more support than others at these times and we put the appropriate resources and strategies in place to meet each child's needs.

School has well established systems to help children in the move to secondary school. We have strong links with our partner schools. Our SENDCo, Year 6 teacher and teaching assistants work closely with the special needs department of the secondary school to make sure children with special educational needs or disabilities have the smoothest transition possible. This may include separate meetings with appropriate support staff and/or additional visits to the secondary school.

How are resources allocated to a child's SEN needs?

Provision mapping identifies categories of need for an individual, class and whole school basis. Funds are allocated to best meet the needs of children and expenditure is regularly reviewed to ensure the school is utilising funds to ensure the very best practice and support is in place.

How is a decision made about the support needed?

Following detailed assessment of the child, the classteacher, in consultation with the SENDCo, will decide the nature and regularity of individual pupil support. This may be more appropriate as a small group intervention or if the need arises on a 1 to 1 basis. Support will change according to the ongoing review of need and this will be discussed with parents / carers and the child. For children with an Education Health and Care Plan (EHCP) further consultation will take place with all stakeholders as to the success and requirements of intervention and the funding that is available to school

How can I be involved?

You are always welcome in school. Our 'open door' policy encourages two-way communication between home and school. The SENDCo is available to meet with you to discuss your child's progress or any concerns or worries you may have. The SENDCo is available to discuss any assessments and recommendations by outside agencies for your child. The Headteacher is also available to discuss any concerns or worries you may have.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's classteacher. For further information you can speak to the SENDCo or Headteacher. If your child attends the Nurture Group you can discuss their progress with the group leader. Please get in touch with the school office so a suitable time with the appropriate member of staff can be arranged.

Head teacher: - Mr Steven Hatton

SENDCO: - Mrs Jacqueline Barbera

SEND Governor: - Mrs Sandra Roughley