



## **Our Lady's Primary School Offer / SEN Information Report – EY settings / Schools / Post 16**

**September 2021**

### Children and Families Act 2014

The Children and Families Act underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer and the SEND Information required as stated in the SEND Code of Practice (July 2014).

### **Glossary of Terms**

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
PPP	Personal Provision Plan
Pastoral Lead	Supports children with social/emotional/behavioural needs.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.

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	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences
EHCP	6	94.11	5.89	0.00
SEN SUPPORT	18	89.94	9.91	0.15
NO SEN STATUS	210	96.84	2.89	0.26

EHC Plan	Education, Health and Care Plan referred to as Knowlsey One Plan
SSEN	Statement of Special Educational Need
SALT	Speech and Language Therapy/Therapist
SEND	Special Educational Needs and Disability
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs.

### **COVID 19 Amendment**

In view of the extended time out of school for some of our pupils and the social, emotional changes they have experienced, we are adapting our approaches as needed on an individual case by case basis. This means that although we have a thorough, detailed risk assessment, we are aware that adjustments may need to be made to accommodate the needs of children for whom the new school year is more of a challenge. This may impact how a child comes into school, what support a child is offered during the school day and what additional resources might be offered in order to ensure each child feels safe and happy.

We have set out our School Offer / SEN Information Report through a series of questions through which you can get more information. You may also wish to refer to our SEND Policy for further information.

### **Attendance Information**

Academic Year 2020/21

	Pupils in group	Attendance	Authorised Absence	Unauthorised Absence
EHCP	6	94.11	5.89	0.00
SEN Support	18	94.96	4.92	0.12
No SEN Status	210	96.84	2.89	0.26

**1. How does Our Lady's Catholic Primary know if my child needs extra help?**

We know when pupils need additional help if:

- ❖ Concerns are raised by parents/carers, teachers or the child. Any concerns will be discussed with the Special Educational Needs Co-ordinator (SENCO) Mrs McCoy, and/or the Headteacher, Mr Boyle. Any actions will be discussed with parents/carers and implemented as appropriate.
- ❖ Limited progress is being made
- ❖ There is a change in the pupil's behaviour or progress.
- ❖ If a child is new to our school then progress will be discussed with you as the child's parent/carer. We will also contact your child's previous school/nursery to gain information in relation to your child's progress in that setting.

**2. How can I let the setting know that I am concerned about any area of my child's development?**

- ❖ The class teacher is the initial point of contact for responding to parental concerns. The class teacher may feel that it is appropriate for the SENCO to be consulted and may suggest a triangulation meeting with parents/carers, class teacher and SENCO.
- ❖ You may wish to speak to the SENCO if you :
  - are not happy that the concerns are being managed by the class teacher
  - would like additional information around the specific areas of concern
  - feel that your child is still not making progress
- ❖ speak to a member of the Senior Leadership Team (SLT).
- ❖ If you feel that your concerns continue to not be redressed then you can contact the school SEND Governor in writing.

***Appointments can be made to speak to the class teacher, SENCO or SLT by contacting the school office***

**3. How will teaching be matched to my child's needs?**

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- ❖ 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 daily.
- ❖ 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 the individual needs of your child, individually and/or in groups.
- ❖ If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, mathematics and English skills, then the pupil may have individual or small focus group work. This will be facilitated by the teacher or teaching assistant. The length of time for the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- ❖ These interventions will be recorded on the class data set, Intervention Plan Summary and your child's pupil diary. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

### **4. How will I be informed of my child's progress?**

- ❖ Your child's progress is continually monitored by his/her class teacher with this information being fed into teacher assessment and future planning.
- ❖ Termly Parents Evenings
- ❖ Annual Reports to Parents
- ❖ His/her progress is reviewed formally every term and reported in reading, writing and mathematics, with science being reviewed annually.
- ❖ In Early Years, the children will have a baseline assessment at the beginning of the year and ongoing assessments throughout the year as recorded in their Learning Journeys. This is measured against the Early Learning Goals.
- ❖ If your child is in Year 1 and above, but is not yet reaching the threshold for National Curriculum assessment, a more sensitive assessment tool is used which shows their attainment in more detail and will also show smaller but significant steps of progress. The levels are called 'P Scales.'

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- ❖ 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 with the results for Year 6 being published nationally.
- ❖ Pre-key stage standards for end of Key stage 1 are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study.
- ❖ These standards are used to make statutory teacher assessment judgements at the end of key stage 1 for pupils who are working below the national curriculum teacher assessment frameworks, and above P scale 4. If a pupil is working below these standards, teachers will report their outcomes using P scales 1 to 4.
- ❖ Children at SEN Support will have a Play Plan (Nursery/Reception), and for subsequent years a Personal Provision Plan ( P.P.P) or a Behaviour Support Plan (BSP) which will be reviewed with your involvement, every term and the plan for the next term made. This opportunity will be given at termly Parent's Evenings or at an agreed time as deemed appropriate for a review.
- ❖ The progress of children with an Education, Health and Care Plan (EHC Plan) is formally reviewed at an Annual Review with all adults involved with the child's education.

### **5. What support do you have for me as a parent to support my child?**

Due to Covid 19, we are offering a hybrid approach to meetings, with some in person and some via remote platforms e.g. Zoom and School Cloud. Communication will also continue via telephone, Class Dojo, Tapestry and the school website.

- ❖ Half termly Early Years 'Stay and Play' sessions.
- ❖ Half termly Early Years coffee mornings where there is the opportunity to read your child's Learning Journey with the class teacher and to share it with your child.
- ❖ Annual Inspire meetings with parents where curriculum areas are explored with parents and their child/ren (currently suspended due to Covid Risk Assessment procedures, but under constant review).
- ❖ The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

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- ❖ The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
  
- ❖ P.P.Ps/BSPs are drawn up as necessary, with set dates being in September/October, January/February and May/June in consultation with the child, parent and involved staff. The success of all P.P.Ps/BSPs will be evaluated at least termly with the involved parties. Alternatively, the pupil may have made sufficient progress for the plan to cease.
  
- ❖ All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
  
- ❖ Early Years Play Plans are reviewed at least every 6 weeks. PPPs/BSPs are drawn up in September/October and February/March in consultation with the child, parent and involved staff. PPPs/BSPs will be continually kept under review, with progress being shared with the pupil and parents. However, the success of all PPPs/BSPs will be evaluated at least twice a year (January and May/June).
  
- ❖ Homework will be adjusted as needed to your child's individual needs.
  
- ❖ A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
  
- ❖ If required, please refer to our Complaints Policy and Procedures.
  
- ❖ Where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

### **6. What support will there be for my child's overall wellbeing?**

- ❖ As a Catholic school everything we do is underpinned by Gospel Values and our School Mission Statement , '*Loving, Learning, Reaching Out to All*'.
  
- ❖ Children's emotional and physical wellbeing is of paramount importance. Their opinions are treated respectfully and their opinions are valued. Children are taught through a variety of lessons and activities, how to keep themselves and each other safe. Children know who they can talk to if they have a worry or concern.

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- ❖ We use Relax Kids to support the development of self-esteem and confidence:
- ❖ We offer a daily Sensory Circuit which children may take part in.
- ❖ We have a Pastoral Lead who may support children and families.
  
- ❖ Our School Council provides an opportunity for children to share their views and ideas.
- ❖ Our PE Lead teacher, engages children with inter school tournaments.
  
- ❖ Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.
  
- ❖ Children are given role of responsibility where appropriate e.g. in Y6 we have our 'lunch time buddy' system.
  
- ❖ Embedded in our practice as detailed within school policies: Inclusion and Equality Policy, Child Looked After Policy

### **Pupils with medical needs**

- ❖ If a pupil has a medical need then a Health Care Plan is compiled with support from the relevant medical agencies in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
  
- ❖ If deemed necessary by healthcare professionals when a medical need is identified, information sharing sessions will be delivered to school staff by the relevant healthcare professionals.
  
- ❖ Designated staff have approved First Aid training.
  
- ❖ Some staff are trained in the use of defibrillation techniques and gastronomy feed.
  
- ❖ Pen Portraits are available to all teaching and non-teaching staff to ensure awareness of any medical need a child may have.
  
- ❖ A First Aid Policy is reviewed and updated annually by staff and governors.

- ❖ Decisions regarding how much support a child needs are made in consultation with class teacher, the assessment co-ordinator, Senior Leadership Team and SENCo.
- ❖ Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

**7. What specialist service and expertise are available at or accessed by the setting to support my child?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

We have access to and benefit from a range of support services through Knowlsey Education Inclusion Service together with other agencies with whom we aim to work in partnership:

- ❖ Sensory Impairment Service
- ❖ Educational Psychology Service
- ❖ ASC Specialist Teacher
- ❖ Behaviour and Inclusion Service
- ❖ Family First
- ❖ Early Help
- ❖ Social Care
- ❖ School medical service
- ❖ Speech and Language Therapist
- ❖ Occupational Therapist
- ❖ Physiotherapist
- ❖ CAMHS
- ❖ Secondary school liaison
- ❖ Police service
- ❖ Short Breaks
- ❖ Portage (St Helens Authority)
  
- ❖ Specialist expertise training for staff as part of Continuous Professional Development.
  
- ❖ The SENCo attends Local Authority training each term. She feeds relevant information back to staff and governors.

**8. How accessible is your setting and how will my child be included?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ❖ Ramps and handrails into school to make the building accessible for all.
- ❖ Door widths accommodate wheelchair users.
- ❖ One toilet adapted for disabled users.
  
- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate to ensure that activities and school trips are available to all.
- ❖ Out of hours provision is accessible to all children including those with SEND.
- ❖ Extra-curricular activities are accessible for children with SEND.

**9. How will the setting prepare my child for transitions on to the next stage of educational and life?**

We recognise that transitions can be challenging 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 ensure that all records about your child are passed on as soon as possible.

**When moving between year groups 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 Early Years Play Plans, P.P.Ps and/or B.S.Ps will be shared with the new teacher.

- ❖ If your child would be helped by a book to support them understand moving on to a new class then it will be made with them.

**Transition to Secondary School:**

- ❖ Transition work begins in Year 5 with the children being introduced to staff from feeder schools and visits made to the schools.
- ❖ The SENCo and Year 6 teacher will discuss the specific needs of your child with the SENCo and/or person responsible for co-ordinating transition to their secondary school.
- ❖ Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- ❖ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- ❖ The opportunity for the young person to meet with the Access and Inclusion Support Worker to identify any areas of concern or worry.

**10. How are parents/carers/families involved in the setting?**

All parents/carers are encouraged to contribute to their child's education. This may be through:

- ❖ Discussions with the class teacher
- ❖ Inspire meetings
- ❖ Early Years Stay and Play
- ❖ Early Years coffee mornings
- ❖ Parent evenings
- ❖ Meetings with the school SENCo or Pastoral Lead or other professionals who are involved
- ❖ Parents/carers are encouraged to comment on their child's Play Plan, P.P.P and/or Behaviour Support Plan being actively involved in reviewing and agreeing next steps.
- ❖ Homework activities provide the opportunity for parents/carers to work/play with their child. Opportunities to comment on the child's involvement in the activity is encouraged through making written comments in their homework books.

- ❖ Class DoJo provides a daily online communication system between parents/carers and class teachers.
- ❖ Home Learning posts on Class Dojo Portfolio
- ❖ Book swap activities
- ❖ School/class assemblies and masses
- ❖ Class drama performances
- ❖ Early Years Stay and Play sessions
- ❖ Early Years coffee mornings

**11. Who can I contact for further information?**

If you wish to receive further information, please contact the school office to make an appointment to meet with Mrs McCoy, the school's SENCo, Mrs Smith (Deputy Headteacher), Mrs Rawsthorne (Pastoral Lead) or Mr Boyle (Headteacher), Mrs G Oulton (SEND Governor)  
You can also access further information about our school on our school website: [www.ourlady@knowsley.gov.uk](mailto:www.ourlady@knowsley.gov.uk)

The Local Offer can be found on the Knowsley Council website:

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>