# Special Educational Needs and Disability Information Report

**2022 – 2023**

**Review Date: March 2024**

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).

**Key Information regarding the SEND Team and supporting professionals.**

## SENCo: Mrs M McCoy

Mrs McCoy is responsible for co-ordinating SEND provision across the school, from Nursery to Year 6.

## SEND Governor: Mrs G Oulton

Our Designated School Governor is Mrs G Oulton

**Early Help Lead: Mrs A Jacobson**

**Pastoral Lead and Safeguarding Lead: Mrs M Rawsthrone.**

## Class Teachers

Class Teachers are responsible for providing high quality provision (Quality First Teaching) for all pupils. They plan for extra support and provision with the SENCo for those pupils who require it. They write and evaluate Personal Provision Plans and Play Plans, and ensure that families and pupils are fully involved in the process. They ensure that the school’s SEND Policy is followed in their classroom and for all pupils they teach with SEND.

## Teaching Assistants

Teaching assistants support all pupils in class, as well as groups and helping individual children with their learning.

Members of the SEN Team can be contacted via the school office on (0151) 477-8220 0r ourlady@knowsley.gov.uk

## Knowsley’s Local Offer

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

**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. |
| 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 |

**Key Information in relation to SEND and attendance**

**Academic year 2021- 22**

# Our Approach

At Our Lady’s Catholic Primary School we work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches their full potential where Quality First Teaching is at the forefront of all our work and approaches.

All of our provision is based upon the Graduated Approach cycle:



**ASSESS**

In assessing a child the school will carry out an analysis of the pupil’s needs which draws on the teacher’s assessments and experiences of the pupil, their previous progress and attainment and additional SEN assessments that measure and identify progress. This is put in the context of the individual’s development compared to the school’s core approach to pupil’s progress, attainment and behavior, progress of their peers and national data. The pupil’s own views are sought as are those of external support services if involved. The school liaises with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed termly.

## PLAN

A Personal Provision Plan outlining the pupil’s areas of difficulty, the intervention and support to be implemented and the expected progress; this is created and agreed in consultation with the teacher, SENCo, parents/carers and pupils.

All pupils on the SEN register have Personal Provision Plans with SMART child friendly targets.

S- Smart

M – Measurable

A – Attainable

R – Relevant

T – Time bound

## DO

The SENCo supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

## REVIEW

Reviews are carried out termly on an agreed date; in addition to this some children have an EHCP (Education, Health and Care Plan) and this is reviewed annually. The views of parents and the child themselves are pivotal in planning next steps and it is through this partnership working that any supportive strategies will be most successful. In transition to another setting, information to be passed on will be shared; this may involve others being present at review meetings and the SENCo attending meetings offsite to support the transition process.

# Initial Concerns & Identification

Many children will have additional needs at some point during their time at school that may be related to health, emotions, behaviour or learning. We aim to work with families to identify and address these needs through our school’s inclusive practice. If you have any concerns it is important that you arrange to speak to your child’s

teacher as soon as possible. Similarly your child’s class teacher will contact you if he / she has any concerns.

Ways of communicating with staff include:

* Speak to class teacher at the end of the school day
* Leave a message at the school office and a message will be passed to the relevant member of staff
* Phone school (0151) 477-8220 outlining your concern and a message will be passed to the relevant member of staff
* Email school ourlady@knowsley.gov.uk outlining your concern and a message will be passed to the relevant member of staff.

## Early Help

As part of our support for all children here at Our Lady’s Catholic Primary School, we have regular opportunities to consult support services and health agencies through a multi-agency approach that sometimes includes completing the Early Help Assessment Tool (EHAT), to support the family as well as the identified pupil. School and the family will meet and discuss and plan together the best use of advice and support from other agencies, with a view to achieving the best outcome for the child and family.

Professionals who might attend an Early Help meeting include:

* The school nurse who works closely with school and can advise and assess any medical needs. If a Care Plan were required this would be done in conjunction with the parent and school nurse and would be reviewed annually.
* A speech and language therapist who works with children in school and can offer advice as to whether your child would benefit from this support or assessment.
* An educational psychologist may give advice or complete an assessment for a child.
* Outreach support from specialist schools.

To find services to help your child please refer to Knowsley’s Local Offer. <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

# Our Lady’s SEN Identification Process

There are many types of SEN support available at Our Lady’s Catholic Primary School; it can range from 1:1 support to group intervention / support sessions.

Support for all children begins in the classroom with Quality First Teaching, where the class teacher plans differentiated activities in all lessons including a range of learning styles and outcomes. If a teacher feels that a child needs more support, they will share this information with you as a Parent/Carer and outline and deliver initial provision.

If progress remains a concern, the class teacher and SENCo will follow the process outlined in the school SEND Identification Process.

# Stages within the Graduated Approach Model



**Education Health and Care Plan (EHCP)**

If a pupil’s needs are severe and complex an EHCP may be provided by the Local Authority. An EHCP may include provision for one to one support etc. The EHCP will be reviewed annually at a meeting with the family and all professionals involved in the care and development of the pupil. The pupil will also be on the school’s SEN Register and will have a PPP. Parents / carers will meet with the class

teacher three times per year to discuss the pupil’s progress and attainment and review the PPP. The SENCo monitors the support provided, as well as progress and attainment.

**SEN Support (SS)**

If the support provided within the Class Action stage is not successful and it is identified that the pupil needs greater support, he /she will move to SEN Support. At this stage the pupil will be added to the school’s SEN Register and will have a One Plan and One Folder.

Parents / carers will meet with the class teacher three times per year to discuss the pupil’s progress and attainment and review the One Plan. The SENCo monitors the support provided as well as progress and attainment.



**Class Action (CA)**

Some children require small adjustments to help them maintain progress and work at age related expectations; this may include moving seating, additional apparatus such as pencil grips and some in-class support from an adult. Targets for the pupil are recorded on a class planner and the SENCo monitors the support provided, progress and attainment.

**Universal**

All children are entitled to and receive Quality First Teaching

**Support**

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments.

Our school and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in school. This means they may have difficulty with:

* + some or all of the work in school
  + reading, writing and mathematics
  + understanding and processing information
  + expressing themselves
  + understanding others
  + organising themselves
  + sensory perception or physical mobility
  + managing their behaviour or emotions
  + making friends or relating to adults

At Our Lady’s Catholic Primary School teaching and learning opportunities are adapted and continually evaluated (with support of external agencies when required) to ensure the needs of all our learners are met. Parents and carers should not feel unduly anxious about such additional support as it allows children to receive the specific help they need to make the next steps in their learning journey.

To ensure that staff are aware of specific children’s needs pupils on the SEN Register (the official list of children with Special Educational Needs in school) have a folder stored on CPOMS. The folder is designed to ensure that staff have the correct information and pupils can monitor their progress. This means that appropriate strategies are used to ensure that teaching has the maximum impact and pupils feel valued and their needs are understood.

Sometimes a child’s needs are more complicated and require specialist support. At Our Lady’s Catholic Primary School, we work in partnership with outside agencies including:

* SENISS (Special Educational Needs Inclusion Support Service)
* SALT (Speech and Language Therapy)
* CAMHS (Child & Adolescent Mental Health Services)
* Health and Social Service
* Educational Psychology
* Occupational Therapy
* Physiotherapy
* Parent Partnership
* Sensory Impairment Service
* ASC Advisory Teachers
* Inclusion Support Workers
* School Nurse
* Paediatricians
* MHST(Mental Health Support Team)

# Areas of Need

At Our Lady’s Catholic Primary School we provide support for pupils across the four areas of need as identified in the SEN Code of Practice 2014:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and or physical needs

## Communication and interaction

We have many speech and language interventions across all age groups in school. Our staff model good language, communication and interaction skills to our children. Staff have had training to help us meet the needs of those children with communication difficulties and we refer to Speech and Language Therapy when we require additional support. We will follow up on their advice and allocate time for these children to work on their given targets. We also work alongside our school Speech and Language Therapist, to deliver personalised programmes of support within the setting. Staff use a range of strategies to help children including: now and next boards, pictures and symbols, PECS and visual timetables. Staff are given the opportunity to attend networking sessions led by Speech Therapists and the ASC (Autistic Spectrum Condition) advisory teachers, as this helps to share good practice. Our staff are trained to use strategies including social stories and comic strip conversations with children with social communication difficulties. We can also support children in the adaptation, application and use of alternative methods of communication (eg PECs technology).

## Cognition and Learning

We have a wide variety of intervention programmes that are used to support children in the development of phonics, reading, writing and maths. Some interventions are published schemes and others focus on targets set by class teachers that are similar to the learning in class. A lot of time and training is given to our staff who lead interventions to ensure that they are able to deliver high quality intervention sessions.

Examples of some of our interventions include:

* + Rainbow Reading
  + Read Write Inc. extra support
  + Phonics catch-up
  + Precision Teaching
  + Rapid Maths
  + Literacy Booster
  + Numeracy Booster
  + After school clubs developed to support individual / group needs
  + Homework Clubs
  + Adaptation / inclusion of additional resources (iPads)
  + Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)

## Social, Emotional and Mental Health Difficulties

Our Lady’s Catholic Primary School has a Pastoral Lead (Mrs Rawsthorne) who works alongside children who have social and emotional difficulties. The Pastoral Lead uses a variety of resources and games to help our children talk about their feelings and wishes. Social stories are used with many of our children who have social difficulties. At Our Lady’s Catholic Primary School we also have access to the Mental Health Support Team, who can provide mental health practitioners to work alongside our identified vulnerable children. We also run the ‘Think Yourself Great Programme’ across KS1 and KS2, with two members of school staff trained to support the delivery of this.

We recognise that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

* + Attention Deficit Disorder (ADD)
  + Attention Deficit Hyperactive Disorder (ADHD)
  + Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs. At Our Lady’s Catholic Primary School we have clear processes to support children and young people and this is linked to our child protection and relationship/behaviour policies.

These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

The school can provide support for pupil’s emotional, mental and social development in the following ways:

* + All pupils identify a key adult that they feel comfortable with who can deliver support when required;
  + Mindfulness and Self-Esteem sessions
  + Yoga sessions
  + Helping to develop self-esteem and well-being through the curriculum and conducting themed events such as our health and well-being week
  + Maintaining robust anti-bullying practices and ethos throughout school
  + Maintaining a consistent and positive behaviour management approach throughout school
  + Supporting parents and carers through the EHAT
  + Providing a stimulating, nurturing and inspirational learning environment throughout school
  + Providing our pupils with new, interesting and exciting opportunities and experiences both within and beyond the school premises
  + Home / School Communication Book
  + Social Stories
  + Target Cards
  + Nurture Groups
  + Relaxation Groups
  + After school clubs developed to support individual / group needs
  + Peer Mentoring
  + Play Buddies and Learning to Play Groups
  + Social Skills Sessions
  + Quiet Areas around school
  + A referral to CAHMS for pupils with the highest level of need e.g. anxiety, depression, post-traumatic stress disorder, eating disorder, OCD.
  + Relax Kids

## Sensory and/or Physical Needs

Our Lady’s Catholic Primary School supports children with a range of physical and sensory needs. We work closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources.

Examples of interventions and support include:

* + Physiotherapy Programmes
  + Occupational Therapy Programmes
  + Individual reward systems
  + Individual Workstations
  + Personalised timetables
  + Visual timetables
  + Individual task schedules
  + Adapted resources (scissors, cutlery, lap weights, Chew Bangles)
  + Home / School Communication Book
  + Sensory diets
  + Sensory Circuits
  + Individual support when required, including in class, during physical activity and for toileting
  + Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)

**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.

# How you can support your child

* + Stay in regular contact with school – we want to work in partnership with parents and carers
  + Attend all parent meetings and support your child in following tasks and homework set by our school
  + Encourage your child at all times and let us know of all successes outside of school
  + Always talk to your child’s class teacher if you have any concerns or worries about your child

We endeavour to support families as much as possible and are always approachable, as we want parents to feel involved in the education of their child. This is done in a variety of ways including:

* + Target setting so parents can see what their child is working on next
  + Home/school communication books for some children to inform parents about the child’s day
  + Curriculum overview published on our school website and sent home termly
  + Home reading logs
  + Class DOJO stories and messages.
  + Information on the school website
  + Parent / Teacher Progress Meetings
  + Parents’ views on One Plans and EHCPs and review meetings
  + Meet the Teacher Evening
  + SENCo Open Evenings/Drop ‘in’
  + SEND Coffee Mornings
  + Early Years Stay and Play sessions.

If you feel we can support families in any other way please let us know.

## How do we know that the provision is effective?

Every child’s attainment and progress is monitored throughout the school; termly and on-going assessments inform this data.

In addition to this, children on the SEN Register (SEN Support and EHCP) are regularly monitored and depending on their areas of need may be assessed on the following:

* + The number of letters/letter blends the child can read
  + The number of letters/letter blends the child can spell
  + The number of High Frequency Words the child can read (first 300 words)
  + The number of High Frequency Words the child can spell (first 300 words)
  + Reading Age
  + Spelling Age
  + Comprehension Age
  + Achievement of SMART targets on the Personal Provision Plans.

Due to the fact that children’s progress is no longer classified with levels, the way that we measure individual progress has been updated. In literacy, we track spelling age, reading age and comprehension age. Maths progress is measured by personalised PPP targets and class teachers will share this information with parents / carers during review meetings.

# Transition

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. We hold information related to each child on CPOMS which is shared with necessary staff, in order that new staff have a clear understanding of need.

If appropriate, when **starting at our school** we:

* + Meet with the child and their parents to talk about their needs and answer any questions
  + Meet with staff at the child’s previous school or setting
  + Read reports from people who have worked with your child
  + Arrange visits to our school so the child gets to see it before they start properly
  + Give any adults working with the child a one-page profile describing their needs to help support them in school

Based on needs, when **moving to a new year group/new classroom** we:

* + Introduce the child to their new teacher and teaching assistant individually
  + Talk to the child so we can answer any questions they may have about the new year group
  + Familiarise the child with the new classroom prior to transition day
  + We timetable teacher planning meetings where information, PPPs will be passed on to the new class teacher in advance of transition
  + We provide afternoon sessions where all children move to their new classrooms and meet their new teachers

When moving to a **new school** we:

* + Hold a person centred review with parents/carers and invite key staff from the new school
  + Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school
  + Arrange extra visits to the new school with a member of staff from our school if that is what the child wants
  + Talk to the child and their family so we can answer any questions they may have about the new school