



## **St William's Catholic Primary School Special Educational Needs and Disability Information Report (January 2018)**

St William's Catholic Primary School is supported by the Local Authority to ensure that the needs of all children with special educational needs or disabilities are met.

### **How does the school know if children need extra help?**

- Children are assessed on a regular basis (half-termly). All results are recorded, analysed and compared to the national average. Any children who appear to be dropping below the national average are highlighted and monitored.
- If teachers have any concerns regarding their pupils, they discuss these concerns with the school SENDCo (Mrs Walls), who will then advise about relevant interventions and support. At the point of identification colleagues will work together to identify what action is required and furthermore **all** of a pupil's needs.
- Together with yourselves as parents, we would plan how to support your child and closely monitor the progress that they make. We would then use this information to assess whether your child should receive SEND support.
- The teachers in the Early Years attend regular IPM meetings to discuss any children they have concerns about. At these meetings, strategies to support are discussed and where necessary teachers are signposted to relevant external agencies. The IPM meetings are run by Early Years specialists.

### **What should I do if I think my child may have special educational needs?**

- Any initial concerns should be discussed with the class teacher.
- Meetings can then be held with the SENDCo/Head to discuss next steps.

### **How will St William's staff support my child?**

- Class teachers will ensure that all children are given the support required to access the curriculum according to their needs and ability.
- If necessary, children will be placed on an Individual SEND support plan, which is devised by teachers in collaboration with the child (where appropriate) and their parents/carers. This will highlight the child's strengths, areas for development and therefore priority areas to be addressed. Furthermore, will highlight the individual learner's hopes and wishes. (Information regarding medical conditions/medication and external agency involvement will also be noted on individual plans.)
- The school SENDCo oversees the support and progress of any children requiring additional support across school. Class teachers will ensure that the school SENDCo is made aware of any child who is considered to need extra support or is placed on a SEND support plan. Through discussion with parents/carers, relevant subject coordinators and the child's class teacher, the SEND Coordinator will ensure that interventions are in place to provide extra support and if necessary, will ensure that appropriate referrals to outside agencies are made in order to further support the child's needs.

- Any children identified as having a special education need will be discussed at termly pupil progress meetings. (These discussions will formulate key priorities to be discussed at both the autumn and spring term SEND planning meetings.)
- The class teacher will oversee, plan and work with children with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group if the class teacher sees this as necessary.
- For those children working 'significantly below' age related expectations the B-Squared small steps will be used to track small steps of progress. (Reading, Writing, Spoken Language, Maths and PSHE will be tracked and monitored termly.)
- All members of staff working alongside those children being tracked using the B-Squared small steps will contribute to the assessment and monitoring of such objectives (Assessments will consider both in-class learning and learning that takes place in targeted groups/ interventions).
- If after two or three terms, it is felt that your child has needs that require more than fifteen hours support per week e.g. interventions, nurture provision, 1:1 support and that your child meets a specific criteria, school will consider gathering evidence and making an application to the Local Authority for consideration of an Education Health care Plan (EHCP). A keyworker would support the family through the process and a panel of professionals would decide if support through EHCP funding was appropriate to meet the child's needs.

#### **How will the curriculum be matched to my child's needs?**

- All work is differentiated to children's needs and ability, ensuring that all children have the opportunity to access and extend their learning.
- School use a variety of multi-sensory apparatus to support individual learners and lessons are organised accordingly to the needs of the children present.
- Timetables are personalised and amended when felt necessary to ensure the best outcomes are promoted for all pupils.

#### **How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

- Open door policy - Parents are welcome to discuss their child's progress/address any concerns with their child's class teacher/SENDCo whenever they feel necessary. Inform your child's class teacher/SENDCo to arrange a suitable time before or after school.
- Parents/carers have opportunities to formally discuss their child's needs, support and progress at parent's evenings (in the autumn term and spring term).
- Parents are also invited to topic afternoons, which usually take place during the last week of every half term. (This is an opportunity to celebrate new learning and discuss next steps.)
- If your child has complex SEND they may have a Statement of SEND or an Education, Health & Social Care Plan (EHC Plan), which means that a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written

annually. School ensure the voice of the child is considered and documented when undertaking an EHCP annual review.

- Parents will be informed of the topics that their child will look at throughout the year. Children are expected to complete a learning log linked to their topic. Homework will be sent home on a regular basis linked to what is being covered in school.
- In order to measure the progress that your child makes, they are assessed each year (from Nursery/Reception to Year six). All assessments are measured against the national average for their particular age group. Any child who appears to be dipping below their average expectation is monitored closely and appropriate interventions are put in place to aid their development.
- Those working 'significantly below' as stated previously, will be tracked using the B-Squared small steps of progress. (Children from Year1 -Year 6)

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

- As an inclusive school, we offer a wide range of support for children's pastoral, medical and social needs. These include:
  - Educational Psychologist assessments
  - Targeted Education Support Team (TESS)
  - Wigan Family Welfare Counselling Service
  - Nurture provision
  - Start Well
  - Messy Play
  - Lego Therapy
  - Motor skills Unites (to support motor skill development alongside social development)
  - Outreach Support from Landgate and Willow Grove
  - Sensoriel sessions
- The attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head Teacher. Good attendance is actively encouraged throughout the school and rewarded on a weekly basis for each class and a termly basis for individuals.
- The school has set procedures that are followed when administering any medicines that a child is required to take. (See Medication Policy)
- In order to meet any specific needs, school will liaise with appropriate agencies in order to draw up a care plan which would then be followed as and when needed. Staff training is provided in order to inform and educate staff about specific areas of need. School call on the school nurse when specific information/training is required in relation to a specific medical need.
- Structured dinner times enable children to continue to be supported throughout their school day. (Such provision includes guided Lego clubs, play equipment monitored/ led by Welfare members of staff and access to structured sports activities provided by a qualified sports coach.)
- All classes will display a visual timetable, if necessary, in order to inform children about their school day. If a child may struggle with transition between activities, staff

will ensure that a range of strategies are used such as visual prompts and task boards in order to provide greater structure and support.

- Start Well referrals can be made to support children, young people and their families through providing advice, guidance and support on a wide range of issues. Some of which include:
  - School attendance, family / parenting support, unemployment, debt management, access to training and education etc.
  - Active engagement in positive activities for young people
  - Support learning providers in their role to improve standards and reduce the barriers for some children to learn and reach their full potential.
- As a school, we have a positive approach to all types of behaviour with reward systems in place.
- Where a child has behavioural difficulties, the class teacher will discuss their concerns with the SENDCo; this will then be further discussed with parents. In such instances we strive to look beyond the behaviour in order to identify the underlying cause(s) i.e. what the behaviour is communicating.
- If behaviour continues to be a concern, a TESS referral is then made which will support the child in developing identified areas of need.
- A recommended action plan will be devised by specialist colleagues advising on which particular strategies, support and intervention/s can be put in place to help meet your child's needs.
- In some cases, it may be necessary to complete a Pastoral Support Plan (PSP). This is written alongside the child and their parents to identify the specific issues; ensure that relevant support is put in place and that targets are set and reviewed regularly.
- For those children communicating emotional and mental health difficulties, school encourage access to the lunchtime groups provided (within which therapeutic approaches are used and therapeutic activities provided). However, when social, emotional or mental health needs remain a cause for concern, a referral to relevant health professionals will be made, e.g. CAMHS, Wigan Family Welfare...
- For children who struggle to make positive choices, behaviour reflection formats are used to unpick behaviours and are used to encourage restoration. (These reflection frames are differentiated in accordance with the age and stage of the individuals.)
- If parents/carers have any concerns about their child, these are discussed in detail with the class teacher and SENDCo to highlight the support that school can provide for children and their families and to ensure that the school can effectively meet the child's needs. When outside agencies may be recommended to provide further support, this will be discussed with parents/carers in order to provide details about the services and how their input can benefit their child. Parental consent will be required in order to involve any outside agencies.

### **What specialist services and expertise are available at or accessed by the school?**

- School staff access a variety of courses throughout the year e.g. TESS behavioural support, Hope Outreach services etc. as part of their professional development.
- The school liaise with a wide variety of external agencies in order to maintain an inclusive environment where the needs of all children can be met:
  - Targeted Education Support Team (TESS)

- GPs
- School nurse
- Paediatricians
- Speech and Language Therapists
- Physiotherapists
- Occupational therapists
- Social services
- Social workers
- Educational Psychologists
- CAMHS
- Wigan Family Welfare Counselling Service
- Start Well
- Sensoriel

### **What training have staff supporting children and young people with SEND had or are they going to having?**

- Wave 3 intervention
- Numicon
- Team Teach and de-escalation training
- Supporting children with ADHD
- Supporting children with attachment difficulties
- Supporting children with autism
- Supporting children with processing difficulties
- Lego Club
- Messy play
- Emotional Validation Training
- Pyramid club (Training coming soon)
- Motor Skills United
- Dyslexia Friendly Training
- Speech and Language: identification, classroom strategies and making a Speech and Language referral.

### **How will my child be included in activities outside the classroom, including school trips?**

All children, regardless of their individual needs or disabilities will access the curriculum provided by school. Where outdoor learning/school trips are taking place, individual risk assessments will be completed after discussion with parents/carers to ensure that their child will be assisted throughout the day, this may involve children having 1:1 support as well as small group supervision. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities, which will cover the same curriculum areas, will be provided in school. Parents will sometimes have the opportunity to volunteer to help out on a school trip.

### **How accessible is the school environment?**

- The ground floor of the building is wheelchair accessible.

- All toilets are accessible and there is a disabled toilet located within school.
- Contact with the EAL service maintained.
- Bilingual resources.
- Contact with the Traveller services.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education or life?**

- Early Years – All parents/carers for children starting Nursery or Reception are invited to a parent meeting in the summer term. Here you will have the opportunity to discuss any concerns/important information about your child and any SEND needs that they may have. Following this meeting, we then hold 'Inspire' sessions in which you accompany your child in their new setting for a morning in order to understand what your child will be doing when they start school. Once again, any concerns can be discussed with the class teacher.

- All results and targets set for your child within each year group will be passed on to their next class teacher, enabling them to plan and differentiate work and activities appropriately. Transition meetings are held in the summer term in order for current and next class teacher to liaise accordingly.

- For children with ASD, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face.

- If your child is joining St William's from another school setting, we will ask their previous school to pass on assessment information in addition to any other information that will help the transition and planning process for your child coming to school. Similarly, if your child leaves St William's to go to another school setting, all assessment information and other relevant details will be passed on. Transition meetings between your child's previous and new teaching staff will be held in order to ensure that your child's needs would continue to be met in their new setting.

- When children are preparing to leave St William's for high school, they become very familiar with their chosen setting in regular meetings and transition events. St William's works closely with the school liaison officers and the SENDCo of feeder high schools, in order to ensure that transition is as smooth as possible. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then a Statement/EHC review will be used as a transition meeting during which we will invite staff from both schools to attend. At St. William's, where necessary, we also arrange additional transition events to support individual learners. (See Admissions policy for additional information)

### **How are the school's resources allocated and matched to children's/young people's special educational needs?**

We ensure that the needs of all children with SEND are met to the best of the school's ability with the funds available. We have a team of TAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

The school uses the SEND budget to effectively meet the needs of pupils with special educational needs or disabilities. This involves staff training, paying for a range of services e.g. counselling and also purchasing resources that will assist your child on a day to day basis in school e.g. iPads.

### **How is the decision made about what type and how much support my child/young person will receive?**

- The class teacher, alongside the SENDCo and possibly outside agencies, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going assessments and discussions with parents.
- The school SENDCo attends termly planning meetings involving the Educational Psychologist and TESS Teacher to discuss appropriate provision (autumn and spring term). These children are reviewed accordingly and further liaison is made if and when needed.

### **How are parents involved in the school? How can I be involved?**

- Parent's evenings
- Topic afternoons
- Evaluations
- Questionnaires
- Parent governors
- Informal discussions
- Stay and Pray sessions
- Stay and Play sessions (in the Early Years)
- Early Year's parent noticeboard
- Open-door policy (In the Early Years, the doors are opened before the start of the school day)
- Access to additional school events planned throughout the academic year.

### **Who can I contact for further information?**

Please discuss any initial concerns with your child's class teacher. If you wish to speak to any of the following, please contact via the school office or by telephone: 01942 235782

SENDCo/Assistant Headteacher – Mrs Walls  
Headteacher – Mrs Ellis