

# Our Lady of Compassion Primary School SEN Offer



At Our Lady of Compassion Primary School we value personal strengths and strive to support all children to enable them to achieve their full potential. Every child gets the support that they require to make progress and play an active part in school life. Teachers have high expectations for all pupils and ensure all children have access to a broad and balanced curriculum.

Quality teaching is provided for all children, however there are occasions when additional support is needed to help them achieve their targets.

## What does Our Lady of Compassion Primary School Offer?

At Our Lady of Compassion Primary School we do our very best to ensure that all children with SEN get the support they need to make progress. We have high expectations of all children and teachers will work from children's prior attainment and personalise their targets accordingly, any areas of difficulty are identified and addressed as soon as possible. Good quality teaching is provided and the learning environment and lessons teachers provide take into account areas of difficulty, learning styles and interests of children to ensure children's individual needs are met.

Our Lady of Compassion is an inclusive school that provides for children with a range of difficulties including;

- ▣ -communication and interaction
- ▣ -Social, emotional and mental health difficulties
- ▣ -Sensory and/ or physical needs
- ▣ -Cognition and learning

Our provision map will highlight any children who demonstrate needs in one or more of these areas. All pupils will access quality inclusive teaching that will draw on different approaches depending on the needs of the children. Plans are put in place when the school feels it would be beneficial to a child's development. Our school priority is to provide early intervention in order to achieve targeted outcomes. This maybe done through planned interventions, booster sessions or advice from external agencies

# Roles and responsibilities

## What is the role and responsibility of the class teacher?

- The teacher is responsible for providing 'Quality First Teaching' (see page 5 for explanation) including adapting and refining the curriculum to respond to children's individual strengths and needs.
- Monitoring progress of pupils and identifying, planning and delivery of any additional support/interventions.
- Contributing to support plans for pupils with SEN and creating targets for children in order for them to make progress.

## What is role and responsibility of the Special Educational Needs Coordinator?

- To work closely with the key people involved with children including Parents/Carers, teachers and outside agencies to ensure children's needs are being met.
- Ensuring parents are supported and involved in their children's learning, plans and the reviewing progress
- The SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of provision made for individual children with SEN.
- To work closely with the Head Teacher, Senior Leadership Team and Governing Body in determining how SEN is catered for.
- To liaise with teachers in order to monitor provision provided and support planning for further interventions.
- To contact a range of external agencies in order to access specialist advice and support in order to help pupils overcome any difficulties.
- Providing specialist advice and training to ensure all staff are skilled and confident about meeting a range of needs.
- Supporting successful transition to a new class or school.

## How does Our Lady of Compassion Primary School know if my child needs additional support?

- Concerns are raised by the child's class teacher, a parent/carer or the child
- If there is a change in children's progress or behaviour it will be discussed with the SENCO.
- Children's progress is continually assessed, monitored and discussed between SLT and the class teacher during pupil progress meetings, these meetings will identify pupils who are not making expected progress and therefore require more targeted support.
- A pupil is identified as having SEN if in order for them to make progress they require additional or different support to the schools 'Quality first' ethos.

## Who do I contact if I have concerns about my child?

- The class teacher is the first point of contact for parents/carers should they have any concerns about their child's progress or wellbeing.
- Should parents/carers need further advice they can also speak to the SENCO (Mr M A Heyes) through appointment via the school office.

## How will teaching be adapted for my child's learning needs?

We are in agreement to the provision of a minimum offer in terms of 'Quality First Teaching'. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate differences in learning. for example through approaches such as; visual timetables, clear classroom organisation, differentiated curriculum tailored to children's level of attainment or development, multi sensory approaches to learning, interactive learning opportunities, adaptations to the learning environment to suit cohort or individual pupils and many more approaches. Methods will vary depending upon the learning needs of the pupils.

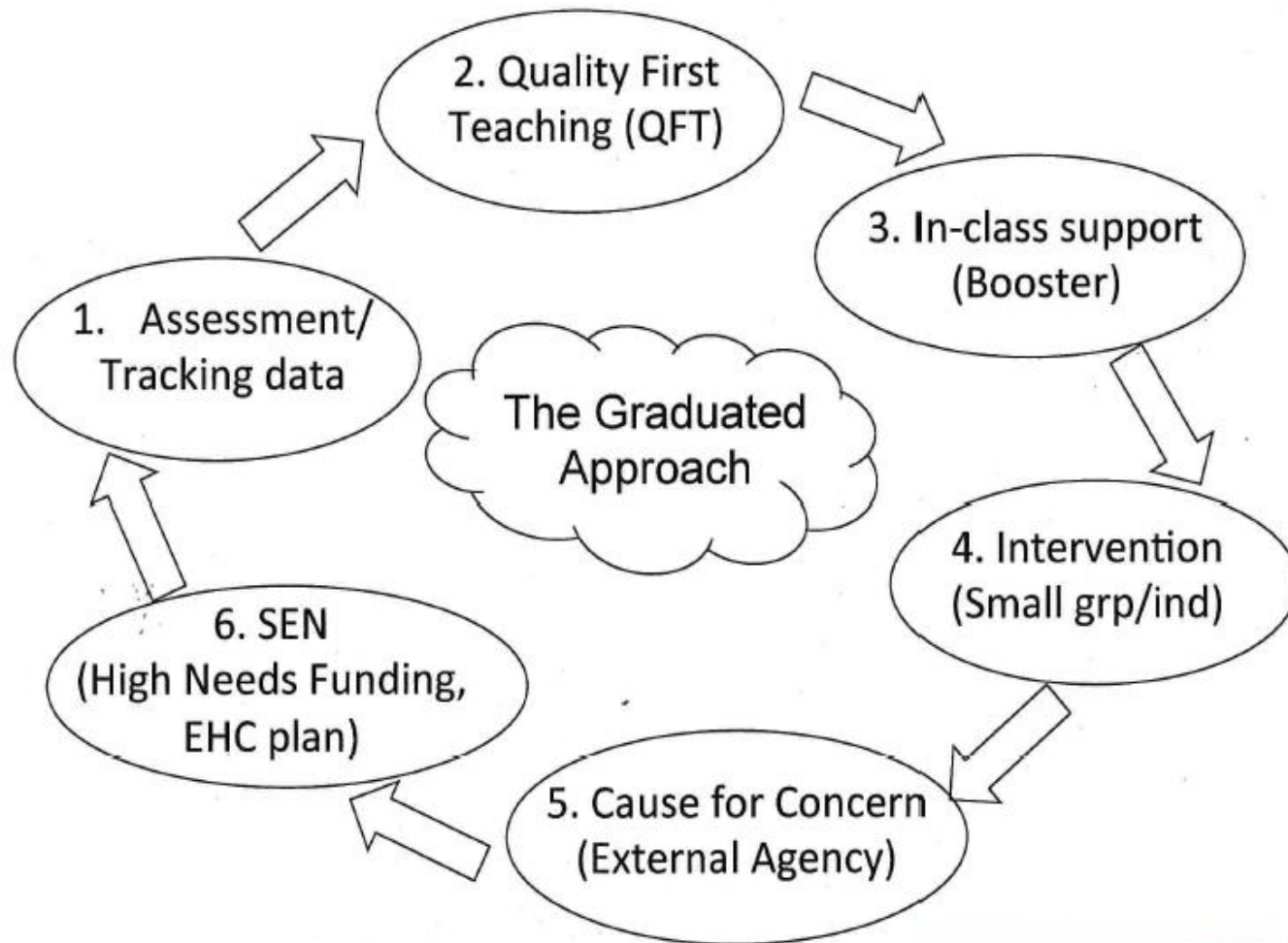
## How is 'Quality First Teaching' monitored?

Teachers will have training (or support) and access to resources in order to provide good 'Quality First Teaching'. Teaching is monitored through regular Senior Leadership Team observations and planning is scrutinised on a termly basis to ensure it consistently meets the agreed standard. Pupils with an identified SEN but who are currently making progress may have strategies listed in a 'Pupil Profile' which will be developed and enhanced as children move to different classes. It is expected that any such strategies would be employed on a regular basis and the SENCO will ensure, through observations, that strategies are being implemented in classrooms.

## How will Our Lady of Compassion Primary School support my child in getting additional support?

1. Teachers can bring concerns to the SENCO at any time completing a record of concern and discussing any barriers to learning/ strategies to reduce these barriers. Pupils who are not making progress will also be identified during Pupil Progress Meetings. This is a meeting taken place between the Senior Leaderships Team and the Class Teacher where approaches to support progression will be discussed.
2. Should strategies not be successful in the short term the child will be discussed in a meeting with the SENCO. Emotional factors, motivation, accessibility and appropriateness of teaching and the learning environment are all considered.
3. If necessary, outside professionals are consulted for further advice and a 'Pupil Profile'( individual learning plan) is developed. Parents/ Carers will be contacted and effective educational provision will be put into place taking into account Parents/Carers and child's views.
4. Information and advice regarding a diagnosis of a child's needs from other professionals is acted upon efficiently. This may include recommendations by outside agencies such as OSSME for Autism awareness, SENDIS or an Educational Psychologist.

# The Graduated Approach



## What is the process for implementing SEN support?

process for implementing SEN support is described in the new Code of Practice as the 'Graduated Approach' and has four stages:

### Assess

School will gather all information available to gain an accurate picture of the child's needs. This could include teacher, pupil, parent and outside agencies and will provide information such as attainment, learning styles, and projected targets. A Record of Concern is completed initially and used to discuss primary concerns with the relevant personnel.

### Plan

A 'Pupil Profile' (support plan) will be put into place to outline strategies that will be used in order to achieve specific measurable outcomes. Parents and children's views will be considered during the devising of the plan which will include: Quality First Inclusive Teaching approaches that are effective to enhance pupil's learning. Proven interventions that have been identified to achieve specific targets- how they will be delivered and monitored. Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his/her class teacher. Resources to ensure access to curriculum or environment

### Do

Once pupils have a Pupil Profile, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions. They will be accountable for the outcomes and should they feel the plan is not working at any time need to ensure they talk to the SENCO and SMT for further advice.

### Review

A review will take place within a timescale, interventions will be evaluated along with the view of the child and parents. The plan can be adapted or a new one devised to enable the pupil to achieve their next steps in learning. At the review further options may be put into place: Advice or assessment may be requested from outside agencies. Top up funding may be requested from the LEA if the cost of support goes beyond the £6,000 threshold provided by schools. This is accessed through a high needs application which shows an efficient plan that is likely to succeed. Parents and or school can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite the school taking a graduated approach with relevant actions over time.

## What additional support is available for my child?

Parents/Carers will be included in discussions involving what support their child will be receiving. Children who have difficulties in specific areas such as spelling, handwriting, Maths and English may take part in interventions such as;

- **RM Maths**- a computer program that supports mathematical skills.
- **HeartMath** -a program that reduces stress (emotional well being) and enhance concentration.

Children may also take part in Small class focus groups or 1-1 support- this will be run by a teacher or teaching assistant and will focus on the key skills individual children need to work on such as;

- **Adult support** - during tasks to differentiate work for individual children/ provide extra support
- **Small group intervention**- booster groups for different skills e.g. mathematical skills/ phonic skills/ speaking and listening etc.
- Speech and language therapist advice is followed by teachers and teaching assistants
- **Access to structured programmes**- that develop various skills such as; Dandelion readers intervention, Black Sheep, Toe by Toe, RWI 1:1 pack, The Listening program and the Heartmath program etc.
- Advice from physiotherapists is followed by teachers and teaching assistants such as physical exercises programs.
- Individual reading sessions and many more interventions.

Children will have access resources to facilitate accessing the curriculum such as pencil grips, writing slopes, Healthfield chairs, Movin-sit cushions, visual timetables, overlays and a multi sensory approach to learning.

## How will a pupil with medical needs be supported?

- A detailed care plan is completed with support from the school nurse in consultation with parents/carers.
- Staff receive training from the school nurse/ specialist nurses.



## How will Our Lady of Compassion Primary School Measure the progress of your child?

- We will track progress for all pupils at Pupil Progress Meeting using Average Points Scores at the end of each term. Targets are set for each child from the previous levels achieved and any child not making progress is highlighted and immediate interventions put into place. The monitoring and evaluation of SEN support is evaluated and measured through quantitative data and progress towards personal targets. Targets are assessed by a variety of methods to support teacher assessment. Children are also monitored through work plan meetings with the inclusion Consultant.
- The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment and these are outlined as necessary in the 'Pupil Profile'. As discussed earlier, should a child require a Pupil Profile, parents will be notified and the views of parents and child noted.
- Through personal targets, we identify expected progress alongside age related expectations on our termly tracker. The programme PIVATS is currently used to track progress in Early Years to identify progress for pupils making very small steps. This ensures that all progress, no matter how small, is recognised.
- Pupils upon intervention programmes continue to be rigorously monitored and should progress still not be made advice would be taken from outside agencies and interventions adapted accordingly.

## How will you support my child when they are leaving school or moving to another class?

- During admission to Our Lady of Compassion Primary School the SENCO will work with the inclusion consultant, preschool providers and parents to ensure a smooth transition. The Reception teacher will visit feeder nurseries to meet the children and discuss their needs with professionals involved. For children with SEN transition meetings will take place between teachers, parents/carers and professionals involved such as educational physiologists.
- Through transition afternoons we support children moving into next year groups so they can meet the teacher and be confident in their new classrooms. For some children this process is managed over a longer period of time to help ease anxiety issues and ensure a happy transition.
- The SENCO and Year 6 class teacher ensure transition meetings are held as necessary for children moving to high school with relevant personnel and children attend transition days at their new high school in the Summer Term.

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

The agencies used by the school include:

OSSME- Autism initiatives

Educational Psychologists

SENDIS - Inclusion consultant

School nurse

Social services

Speech and language therapy

Physiotherapy

Occupational therapy

Community Paediatricians

# What training are the staff supporting children with SEN had or are having?

Staff have various CPD training related to SEN including:

- The SENCO has achieved a National Award in Special Educational needs Co-Ordination.
- speech and language.- Elklan training –Mrs Morrison
- Sign-along (basic introductory training) – KS1 staff and TAs (further training to be requested)
- Sign-along – Mrs Morrison
- Down Syndrome Training- TBA
- Sensory Processing training – whole staff
- How to support children with ASD- OSME- all staff
- Dyslexia training- Whole staff (2010)
- Listening Program- Mrs Morrison
- Allergy and Epi-Pen training
- Asthma training – whole staff
- ASD awareness training – whole staff
- Heart maths training – Mr Heyes & Mrs Morrison
- Supporting children with medical needs – Mrs Rawcliffe

## How can I be sure a teacher will identify my child's needs?

- The quality of teaching for pupils with SEN, and the progress made by pupils is a core part of the school's professional development for all staff. Our staff are aware of 'Quality First' teaching and Quality of teaching for all pupils is regularly reviewed ensuring that any child at risk of underachievement is identified. This ensures that we are maintaining the minimum 'Quality First' offer agreed across the authority. Through following the 'Graduated Approach' we ensure that children's needs are recognised and acted upon to ensure they receive the support they require.

## How will I be involved in discussions about my child SEN needs and planning?

- At Our Lady of Compassion we value parents/carers views and you will be involved in discussions with the class teacher during parents evening and discussions with the SENCO.
- Parents/carers views are considered during the development of pupil profile's and the reviews of these profiles.
- Parents/carers will be involved in meetings including Annual Statement Reviews, and any other appropriate times when decisions are made concerning a child's learning. Examples of this are applications for high needs funding applications.

## How accessible is the school environment?

We are an inclusive school and ensure that children with SEN engage in school activities. We follow our Equal Opportunity Policy in school. Through our SEN policy and Disability Policy we share the arrangements for the admission of disabled children at our school, alongside steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

Facilities we have include;

- Ramps
- Disabled toilet
- Wide doors
- Changing facilities and access to a shower
- Visual marking on play ground to visually impaired
- Disabled parking