

School Offer / SEN Information Report – EY settings / Schools / Post 16

Children and Families Bill 2013

The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill 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 SEN Information required as stated in the SEN Code of Practice (June 2014).

Glossary of Terms

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
IEP	Individual Education 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 Knowsley One Plan
SSEN	Statement of Special Educational Need
SA	School Action
SALT	Speech and Language Therapy/Therapist
SAP/SA+	School Action Plus
SEN	Special Educational Needs

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.

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 SEN Policy for further information.

Special Educational Needs (SEN) Information Report for Parents

General Information

We hope parents will find the information in this document useful. If there is anything further that you would like to know, please do not hesitate to contact the school office to request additional information.

What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the SENCO and/or a senior leader may then be arranged, depending on the nature of the concern. If you have a concern related to a medical or health issue you may also wish to speak to your doctor or health visitor. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child.

What is St Columba's School's ethos/approach to SEN and Disability?

St Columba's Catholic Primary School aims to support all pupils in making good progress as soon as they start with us. We aim to have a fully inclusive curriculum, with pupils supported and challenged to achieve highly and to make good progress in all areas.

Pupil progress is tracked very carefully on entry to Nursery and Reception and high expectations for progress are set for all pupils. Early identification of any problems ensures that appropriate support and interventions are put in place, so that all learners are able to access their entitlement to education.

How will I know how my child is doing in school?

Parents are kept well-informed about their child's progress. They are invited to attend parents' formal meetings three times per year, where targets are shared and progress is discussed. Parents receive a detailed report on their child's progress and achievement in the summer term and they are able to discuss this further if they wish to do so. Individual Education Plans are written three times each year, alongside parents, for children who have special educational needs and these are discussed fully with parents, pupils and the SENCO. Parents may also request information at any time regarding the progress of their child.

From September 2014 any successful applications for additional SEN funding will result in an Education, Health, Care Plan (EHCP) and not a Statement. Children with an EHCP will have an annual Person Centred Review meeting where parents will be involved in planning suitable provision for their child to ensure that measurable outcomes are achieved. St Columba's Catholic Primary School also provides weekly updated newsletters and information on the school website. As well as support from the Parent Liaison Officer and Learning Mentor.

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

St Columba's Catholic Primary School monitors pupils' well-being carefully and plans to support pupils and their families in the best interests of each child. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil.

In addition to the SMSC curriculum which is taught to all pupils, St Columba's Catholic Primary School supports individuals and groups of pupils in a range of ways, including through pastoral groups and the use of target groups with school staff, Learning Mentor or external agencies. A range of after school clubs, promote healthy living and skills for life. Extra-curricular activities are accessible for children with SEN.

St Columba's Catholic Primary School also arranges workshops for parents to help them to support their child in various ways and these have included E-Safety, Family Learning, Adult's Maths and English. St Columba's Catholic Primary School has a Health and Safety and Welfare Policy on the school's website, for all information on how the school manage the administration of medicines and personal care. There is a Parents' drop in service on the 13th of each month, provided by the school nurse, to assist and advise on any health issues.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Parents of children with special educational needs are fully involved in reviewing their progress towards agreed targets and in setting new targets. They are also kept informed about the provision for their child at school and staff provide guidance to parents about strategies that they can implement at home to support their child.

From September 2014, any successful applications for additional SEN funding will result in an Education, Health, Care Plan (EHCP) and not a Statement. Current Statements will be converted to EHCPs at the end of a key stage. EHCPs will involve families in planning appropriate provision and reviewing children's outcomes based on the support that they have received.

How does the school involve children and young people in their education and in the decision making process?

All children are involved in setting their own targets for development, where this is appropriate. Children are involved when IEPs are reviewed and their ideas and aims are taken into consideration when any new plans are written. St Columba's Catholic Primary School's culture supports pupils in sharing any concerns and in discussing their wishes, to support pupils in their development. The EHCP process will involve children in planning the provision that best suits their needs. Children will be involved in setting and reviewing their own targets and will contribute to Person Centred Reviews, playing a much greater role in shaping the direction of provision where appropriate.

Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN, for example parent partnership)

The following service may be able to offer support and advice for parents:

Parent Partnership
School Nursing Team
Children's Social Care
Speech and Language Therapy Service
Occupational Therapist
Physiotherapist
Homestart
Little Stars
Moonbeans
Shelter

Other agencies are also available when referrals are made or further advice is sought.

Where can I find information about Local Authority provision for children and young people with SEN?

The Local Offer is available on Knowsley Council's Website, School Office, Parent Mentor and Learning Mentor.

How should complaints regarding SEN provision be made and how will they be dealt with?

All complaints are dealt with in line with the St Columba's School Complaints Procedure which is available on the website or by contacting the school office. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Headteacher or the Chair of Governors, as outlined in the Complaints Procedure. The Governing Body sub-committee for SEN will then deal with any complaint our allocated SEN Governor is Mrs Josie Simms.

How do I get a copy of the school SEN policy?

St Columba's School's SEN policy is available in the Policies section of the website. A copy is also available from the school office on request.

Who do 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 Oprey, the school's SENDCO or Miss Evans (Head teacher).

Details of Provision on Offer at St Columba's School to Support Pupils

Area	Cognition and Learning	Communication and Interaction	Emotional, Behavioural and Social	Sensory and/or Physical
How SEN are identified (Reg 2)	<ul style="list-style-type: none"> • Formative teacher assessment within class • Use of summative assessments • Monitoring of progress made across a range of subjects • Monitoring by specialist SEN teacher • Support from external agencies, such as Educational Psychology Service (EP) Sensory Impairment Team, Speech and Language Therapist, Occupational Health, Early Years Referrals. 	<ul style="list-style-type: none"> • Information from parents • Information from class teacher and intervention group leaders • Information from SEN specialist teacher • Information from Speech & Language therapists following referrals in or out of school • Formative assessment of communication development • Central Area Support Team monitoring and assessment • EP Assessment 	<ul style="list-style-type: none"> • Information from parents • Feedback from class teacher • Information from any pastoral interventions and specialist SEN teacher support • Monitoring of progress in related areas in EYFS • Observation in class, playtimes, lunchtimes • Behaviour logs, changes in attitude and behaviour. • Possible specialist involvement – EP, Nurture Group, CAHMs, Learning Mentor 	<ul style="list-style-type: none"> • Information from parents/health visitors/school nurse • Age-related checks e.g. vision/hearing • Observations in P.E. at playtimes • If appropriate assessments from specialist agencies, i.e., Occupational therapy, Physiotherapy, teachers for visually or auditory impaired children
How whether a child / young person has a SEN is assessed. (Reg 2)	<ul style="list-style-type: none"> • Diagnostic tests linked to specific areas of concern (in-house) • Assessment by external professionals • Pupil Progress meetings • Assessment by class teacher • Assessment by specialist SEN teacher • Support staff feedback 	<ul style="list-style-type: none"> • Assessments by Speech & Language Therapists referred by school • Central Area Support Team • Health – i.e., school nursing • Class teacher assessments • Specialist SEN teacher assessments • Support staff feedback 	<ul style="list-style-type: none"> • Concerns raised by class teacher or parent if additional strategies are needed to support the pupil 	<ul style="list-style-type: none"> • Additional support or advice needed to assist pupil to access full curriculum in school.
Type of SEN provision	<ul style="list-style-type: none"> • Pupils with an 	<ul style="list-style-type: none"> • Speech and Language 		<ul style="list-style-type: none"> • Sensory support service

made throughout the school	<p>Education, Health & Care Plan or still have a statement</p> <ul style="list-style-type: none"> • Pupils who receive SEN provision but do not have an EHCP or statement • Intervention groups 	Therapy	<ul style="list-style-type: none"> • CAMHS • Behaviour chart and individual positive behaviour rewards • Now and next cards, visual timetables • 1:1 sessions • Assertive Mentoring 	<ul style="list-style-type: none"> • 1:1 sessions • Occupational Therapy • Physiotherapy •
<p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 1 Universal Provision</i></p>	<p>Differentiated curriculum planning, activities, delivery and outcomes</p> <p>In-class targeted teacher support</p> <p>In-class targeted TA support</p> <p>Increased visual aids/modelling etc</p> <p>Visual timetables</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Access to intervention groups</p> <p>Access to homework clubs</p> <p>Individual or group reading</p> <p>Parent workshops & Family Learning</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words</p> <p>Increased visual aids, modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p> <p>Communication Friendly Spaces</p> <p>Support for language development at home</p>	<p>Whole school behaviour policy</p> <p>Safeguarding policy</p> <p>Whole school rules</p> <p>Whole school rewards and sanctions systems</p> <p>Class rewards and sanctions</p> <p>Extra-curricular clubs</p> <p>Circle Time/Class Assembly</p> <p>Clubs</p> <p>PSHE focus work</p> <p>SEAL activities</p>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Class seating plans carefully considered</p> <p>Writing aids</p> <p>Pencil grips</p> <p>Brain gym</p> <p>Support from community nurses and external agencies</p> <p>Allergy training/plans</p> <p>Wheelchair access</p> <p>Disabled toilet/washroom</p>
<p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 2 Targeted Group Interventions</i></p>	<p>Basic skills programmes for literacy and numeracy</p> <p>Group teacher input</p> <p>Group teaching assistant input</p> <p>Additional individual reading support</p> <p>Additional guided reading sessions</p> <p>Gifted and talented sessions</p>	<p>In-class group support for speech and language</p> <p>ICT – Packages</p> <p>Language building groups, speaking and listening groups</p>	<p>Pastoral groups for self-esteem, social skills with Learning Mentor support</p> <p>Group activities e.g. social skills</p> <p>In-class support for developing behaviour targets, access or safety</p> <p>Additional group support</p> <p>IBPs</p> <p>Behaviour Symbols</p>	<p>Additional keyboard skills training</p> <p>Additional fine motor skills practice</p> <p>Fine/gross motor intervention groups</p> <p>In class support for supporting access, safety</p>

	<p>1:1 sessions Additional feedback sessions Peer coaching/mentoring Targeted group maths support Targeted group writing support Additional phonics support IEPs where necessary</p>		<p>PEP CAF</p>	
<p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 3 Targeted 1:1 or Small Group Interventions</i></p>	<p>Small group or 1:1 literacy and/or numeracy support Daily individual reading support Daily maths support Individual/small group phonics support Basic skills groups Advice from external agencies CAF/CAM</p>	<p>In-house Speech and Language support S&L support from TA S&L support from teacher EAL support from TA EAL support from teacher Advice from EP/specialist teacher Targeted parent workshops Support from Learning Mentor Support from PARENT Liaison Officer CAF/CAM</p>	<p>Small group or 1:1 social skills Individual counselling Individual mentoring or support Individual reward system Social skills training Anger management interventions Peer mentoring Advice from EP/specialist teacher Pastoral support plan Time-out Parent behaviour groups CAF/CAM</p>	<p>Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes etc Occupational Therapy programmes Access to iPads Use of appropriate resources e.g. hearing aids/lamps Advice from EP/specialist teacher CAF/CAM</p>
<p>How the effectiveness of the provision is evaluated.</p> <p>(Reg 3a)</p>	<p>Progress tracked each half term in core subjects Pupil Progress Provision Mapping Lesson observation, SENCO monitoring</p>	<p>Speech and Language assessments completed Speech and Language Therapy reports, monitoring visits if appropriate</p>	<p>IEPs reviewed and updated regularly</p>	<p>Regular visits from external agencies to monitor progress.</p>
<p>How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)</p>	<p>All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well being and development.</p>		<p>Transition Pre teaching Any additional needs or considerations included in risk assessments Additional staffing ratios where needed Individual behaviour strategies/plans as appropriate</p>	<p>Any additional needs or considerations included in risk assessments Additional staffing ratios where needed</p>

<p>What specialist skills/expertise do school staff have? (Reg 5)</p>		<p>All staff are trained following Health and Safety guidelines. All staff have basic First Aid and many with Paediatric First Aid. There is always a designated first aider on duty following a daily timetable during breaktimes, lunchtimes and throughout the day.</p>	<p>Learning Mentor Parent Liaison Officer</p>	
<p>What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5)</p>	<p>Educational Psychologist and Specialist Teacher discussions with class teachers to support and implement strategies.</p>	<p>Teaching Assistant trained by S&L therapists to deliver specific programmes</p>	<p>Internal training within staff meetings and unit meetings Whole school behaviour management training on training days</p>	<p>Teachers given advice and recommendations from Sensory Support Services to work with children</p>
<p>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)</p>	<p>Educational Psychologist assessments Specialist Teacher Parent Partnership Social Care</p>	<p>Speech and Language therapists</p>	<p>Healthy Schools Team School Nurse CAMHs Family First Health Visitor Social Care Home-Start</p>	<p>Occupational Therapists Physiotherapists Visual Impaired Services Hearing Impaired Services School Nurse Community Nurses</p>
<p>How equipment and facilities to support pupils is secured. (Reg 6)</p>	<p>Where possible, items are secured using the school budget and/or monies allocated for SEN based on prior attainment. For larger items the need is identified in annual reviews and priorities are identified to best support each pupil. For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils. Parents can access Pupil Premium information on the school website.</p>			

How pupils with SEN are supported during transition? (Reg 12)

Where appropriate, prior to starting at **St Columba's School** the team meets with staff from feeder nurseries so that children can make the best start at school. Children in the Early Years are invited to stay and play sessions so that they are more confident on entry. Where a child presents with additional needs of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents prior to starting school to identify any additional provision and to discuss any specific concerns.

When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Progress data and other information is passed on and teachers are able to access any information from previous years.

Year 6 pupils will have additional transition days to their High School.

Assessment documents and other necessary paperwork will be transferred with meetings with High School SENCOs and staff.

Pupil Portraits and forms will be completed by class teachers for transition to High School.

How young people with SEN are supported in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)

High quality Maths Curriculum
Black Sheep Press transition materials
Additional transition days to High School
Meeting with High School teachers
All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing