



SEN INFORMATION REPORT - 2023/2024

Here at St. Columba's Catholic Primary School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school. However for some children there are occasions when further positive support may be needed to help them to achieve their targets.

The four broad 'areas of need' are defined as:

- Communication and Interaction*
- Cognition and Learning*
- Social, Emotional and Mental Health Difficulties*
- Sensory and Physical Needs*

What is 'The Local Offer?'

The local offer was first introduced in the green paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEND as well as the options available to support families who need additional help to care for their child.

What will it do?

Knowsley Council's framework will allow the local offer to provide parents/ carers with the information about how to access services



in their local area, and what they can expect from those services. With regard to Education, it will let parents/ carers of young people know how schools and colleges will support them and what they can expect across the local setting.

Here are some answers to questions that parents/carers might have about St Columba's Catholic Primary School's Local Offer.

From the 1st September 2014 all schools are required to publish an SEND Information Report on their school website. This report contains SEND information and informs parents/carers about how St. Columba's Catholic Primary school will meet the needs of all pupils, including SEND pupils.

The Local Offer by Knowsley Local Authority provides details of services and support provided for parents and is available to view on their website:

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>

REMOTE LEARNING FOR PUPILS WITH SEND

At St. Columba's Catholic Primary School, whilst we recognise that most pupils will be able to continue their learning via a remote platform during a period of school closure, we understand that some children with Special Educational needs will face barriers. For this reason, we will make the following adjustments to the remote learning plan:

Quality first teaching: High quality online sessions are delivered which cater for the abilities of all children. Remote lessons are a blend of synchronous and asynchronous sessions depending upon the age/ maturity level of the children. Teachers will 'chunk' learning to ensure tasks are manageable and support children with making links with new learning. 'Break out' rooms will be used so adult support can be used effectively to ensure children make the expected progress during each session.



Identification of needs: Small guided group interventions are offered (through Zoom/ breakout rooms) during 'Independent' working to provide additional adult support and further scaffold children's learning. 1:1 Nurture sessions will be offered via telephone for identified children and those children unable to access the internet. Differentiation of class activities will be made for those children who are working outside of their current year group. Visual and concrete resources will be delivered to necessary children.

School's Educational Psychologist and Specialist Teacher have both been continuing their work with pupils remotely to ensure that children are getting the support they need.

EHCP: All children who have an EHCP have been invited in to school. For children who do not wish to attend school during the pandemic, daily contact will be made with the child from their identified adult. Sessions will be scheduled and delivered remotely to ensure provision agreement targets are being met.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At St Columba's Catholic Primary School, children are identified as having SEND through a variety of ways including the following:-

- Liaising with Nursery/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaising with external agencies i.e. physical
- Health diagnosis through paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO?



- *Talk to us - firstly contact your child's class teacher, SENDCo or Head teacher*
- *We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.*

HOW WILL SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- *Our SENDCo oversees all support and progress of any child requiring additional support across the school.*
- *The class teacher will oversee, plan and work with each child 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 this is seen as necessary by the class teacher/SENDCo. The regularity of these sessions will be explained to parents when the support starts.*

WHO WILL EXPLAIN THIS TO ME?

- *The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.*
- *For further information the SENDCo is available to discuss support in more detail.*

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- *The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.*



- One of the Governors is responsible for SEND and meets regularly with the SENDCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum personalised to their needs. The school recognises that children are at different stages in their learning and also learn in different ways. To support all children, the school delivers a wide and varied curriculum. Class Teachers differentiate the curriculum to meet the needs of the range of learners in their class, during their daily teaching, utilising small group intervention or individual support. These interventions may be daily or two or three times a week and will vary in time depending on the intervention.
- In school we adopt a 'graduated response' to meeting children's needs, in line with The Code of Practice. This means that the response to Special Educational Needs is dependent on the progress made by individuals. We understand that children learn at their own pace so interventions are monitored closely and if the child is still not making the expected progress or if it is insufficient despite the support offered the child could receive additional SEN support. The SENDCo will meet and review the pupil and contact parents for consultation. At this stage the SENDCo may refer to Central Learning Support Team or other external agencies such as health for specialist assessments and support.



WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level, through tasks set and questions posed, so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Support is provided as and when needed in order to promote independence and eliminate overreliance.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We can operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEND register they will have an Individual Education Plan (IEP) or Playplan (PP)



which will have individual / group targets. This is discussed on a termly/half termly basis and parents are given a copy of the IEP/PP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

- If your child has complex SEND they may be part of an Education Health Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry and then every year through to Year 6, using a variety of different methods including EYFS, NFER standardised tests, Puma/PIRA/PERA assessments and Reading and Spelling ages.
- Children who are not making expected progress are picked up through Review meetings with the Class teacher and SENDCo / Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.
- When the child's IEP/PP/ is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may



be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. This is all done electronically through 'Provision Map' and parents are given secure access to their child's plans so that they are able to contribute their views along with their child.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Central Area Support Team.
- The school also has a Learning Mentor, Miss Laura Fitzsimmons, who works under the direction of the SENDCo/ Head teacher, with vulnerable children and parents during the school day.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site.



- *Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.*
- *On a day to day basis the Admin Staff generally oversee the administration of any medicines.*
- *As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.*

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- *As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.*
- *If a child has behavioural difficulties a Personal Support Plan (PSP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.*
- *After any behaviour incident we expect the child to reflect on their behaviour with an adult, often reflecting on how their behaviour has affected those involved. We follow the Restorative Practice model so that children can discuss their feelings openly. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.*
- *Attendance of every child is monitored on a daily basis by the Mentor, weekly by our Attendance team and half termly by the Head teacher. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families*



were struggling with lateness/attendance but are now able to get their children into school on time.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a 'rights respecting' school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) or Playplans (PP) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- Children in KS2 carry out a Pass Audit which enables the children to tell us about their worries/concerns.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Central Area Support Team; Health including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have a member of staff who has had training in delivering Speech & Language programmes from Speech & Language therapists.



- All teachers and TAs are Team Teach trained to support children with behavioural difficulties.
- All of our TAs have had training in delivering reading and spelling / phonics programmes.
- All staff are currently receiving 'Precision Teaching' training, which is being delivered by our Educational Psychologist.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is fitted with ramps at specified fire exits.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- We write social stories with children if transition is potentially going to be difficult.



- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary schools they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- 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 an EHCP (Education Health Care Plan) will be used as a transition meeting during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDRENS SEND NEEDS?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- Those children who need additional support during break time/lunch time, adult assistance is provided.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENDCo 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 related expected levels.
- This will be through on-going discussions with parents and ongoing class-based assessments.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and PPs and ensuring they are being met.



- *The child is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels.*
- *Verbal feedback from the teacher, parent and pupil.*
- *Children may move off of the SEND register when they have 'caught up' or made sufficient progress.*

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- *First point of contact would be your child's class teacher to share your concerns.*
- *You could also arrange to meet Miss Hitchen (SENDCo)*
- *Look at the SEND policy on our website*
- *Contact Parent Partnership - Liverpool 0151 233 0496*
- *Knowsley 0151 443 3283*
- *The Local Offer by Knowsley Local Authority provides details of services and support provided for parents and is available to view on their website:
<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>*

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- *Contact the school Admin office to arrange to meet the Headteacher (Miss Evans), who would willingly discuss how the school could meet your child's needs.*

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.



Sometimes we use abbreviations which can lead to confusion for all of us!

Here is a list of the most useful SEND terms.

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

ASD - Autistic Spectrum Disorder

ASC - Autistic Spectrum Condition

BESD - Behavioural, Emotional, Social Difficulties

BSL - British Sign Language

CAMHS - Child and Adolescent Mental Health Services

COP - Code of Practice

DFE - Department for Education

DLA - Disability Living Allowance

EBD - Emotional and Behavioural Difficulties

EWO - Educational Welfare Officer

FE - Further Education

HI - Hearing Impaired

ICT - Information and Communication Technology

IEP - Individual Education Plan

LA - Local Authority

LD - Learning Difficulty

MLD - Moderate Learning Difficulties

MSI - Multi-SENdsory Impairment



OT - Occupational Therapist

PD - Physical Disability

PMLD - Profound Multiple Learning Difficulties

PPS - Parent Partnership Service

PRU - Pupil Referral Unit

PSP - Pastoral Support Plan

RA - Reading Age

SA - Spelling Age

SALT - Speech and Language Therapist

SEMH - Social, Emotional and Mental Health

SEND - Special Educational Needs

SENDCO Special Educational Needs coordinator

SENDDD Special Educational Needs and Disabilities

SLD - Severe Learning Difficulties

VI - Visual Impairment

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.