

St Joseph's Catholic Primary School

School SEND Offer 2016

At St Joseph's R.C Primary School we strive to support all children to enable them to achieve at school. We have high expectations for all and see each child as a 'unique' individual. Our aim is to ensure each child achieves their full potential, whatever their ability or specific needs. We ensure equality of opportunity for all within our school, with different steps taken to support children through their learning journey.

We aim to achieve this through the removal of barriers to learning and participation. Our curriculum promotes the development of the whole child as confident, resourceful and independent learners who are able to face the future with resilience and independence.

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 matched to their needs. Most classes are supported by teaching assistants and pupils are also offered additional one to one tuition, small group work or intervention (catch up) programmes where needed. Through appropriate curricular provision, we respect and acknowledge that children:

- Have different educational, social and emotional needs, behavioural needs and aspirations.
- Require different strategies for learning and participation.
- Acquire, understand and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

We want all children to feel that they are a fully inclusive and valued member of our school community. St. Joseph's is committed to working in partnership with parents/carers, external agencies and Wirral Local Authority to ensure the best outcomes for our pupils identified with Special Educational Needs and/or Disability (SEND).

In 2014 a new Bill was passed by Parliament called The Children and Families Bill 2014.

The Bill is about reforming services for vulnerable children in order to give every child, whatever their start in life, an equal chance to make the best of themselves. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for:

- Adoption and children in care.
- Aspects of the family justice system.
- Children and young people with special educational needs.
- The Office of the Children's Commissioner for England.
- Statutory rights to leave and pay for parents and adopters.
- Time off work for ante-natal care.
- The right to request flexible working.

The Government is transforming the system for children and young people with Special Educational Needs (SEND), including those who are disabled, so that services consistently support the best outcomes for them. The Bill extends the SEN system from birth to twenty five giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. This will ensure improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together. There is a requirement for local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to twenty five, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies.

What is the School Offer?

The school offer provides information on how St. Joseph's R.C Primary School may be able to support your child. This has been written in response to the suggestions put forward by Wirral Local Authority.

School S.E.N.D. information

What are the different types of support available for children with SEND at St. Joseph's?

St. Joseph's is an inclusive school and offers the following range of provision to support children with additional needs. This is combined with the provision and teaching provided to the whole class.

- Class teacher input via good/outstanding teaching. All children receive this provision.
- Ensuring that the teacher has the highest possible expectations for your child and all children in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or paired work.
- Putting in place specific strategies (which may be suggested by the SENCo or outside agencies) to support your child to learn.

Specific small group work.

- Any child who has specific gaps in their understanding of a subject/area of learning or social development.
- Pupils with specific barriers to learning that cannot be overcome through whole class teaching.
- Your child will have been identified by the class teacher/SENCo as needing more specialist input.
- A teacher, trained teaching assistant or outside professional will run these groups on a regular basis.

Individual work.

Your child may have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school.

You will be consulted and if you deem it appropriate, you will be asked to give your permission for the school to refer your child to an outside professional e.g. a speech therapist, Special Educational Assessment and Advisory Team (SENAAT) or Educational Psychologist.

This will help the school and yourself understand your child's particular needs better and therefore, be better able to support them. The outside professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific expertise. A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual working with an outside professional

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Education Health Care Plan.

If your child has been identified by the SENCo / Educational Psychologist as needing a particularly high level of individual support then the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.

The Local Authority may conduct an assessment or plan when it considers that a child's needs cannot reasonably be provided from within the resources normally made available to mainstream providers. This assessment must be completed within twenty weeks. Parents of

children have the right to ask the Local Authority to prepare a personal budget when the draft Education Health Care Plan is being prepared.

The Personal Budget is an amount of money identified by the Local Authority to deliver all, or some of the provision set out in the Education Health Care Plan. The personal budget should reflect the holistic nature of an Education Health Care Plan covering both education and health care services.

How does St. Joseph's know if your child needs extra help?

At St. Joseph's we use a range of strategies to help us identify any child who may need extra support. Target Tracker is our primary resource. This is a complete assessment package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and Keys Stages 1 and 2. It includes complete support for the National Curriculum. Target Tracker is an ongoing assessment tool. If the expected progress is not being made, discussion may take place with the SENCo (Mrs Airey)

- If required, additional support is allocated and then reviewed at the next meeting
- Pupil results are updated half termly and if required pupils will have an Additional Support Plan.
- Advice from external agencies is sought and an Education Health Care Plan may be applied for.
- Allocation of Pupil Premium for children who may have a SEND
- Link to various policies (SEN, Disability and Accessibility, Equal Opportunities, Inclusion, Assessment, etc)

SEN budget

The school budget, received from Wirral Local Authority, includes money for supporting children with SEND. The head teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Head Teacher will use all of the information she has about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

She will then decide along with the SENCo what resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made as necessary.

How can I find out about how well my child is doing?

At St. Joseph's we have a number of methods of communicating the progress of children with Parents and carers.

- Annual written report to parents indicates the attainment achieved and the effort shown by the pupil.
- Termly review of Additional Support Plans/Healthcare plans with Parents and class teacher
- Teacher and SENCo are available to talk at any agreed time throughout the year - an appointment can be made by contacting the school office.

Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or disability (SEND)?

SENCo – Mrs H Airey

The SENCo coordinates all the support for children with special educational needs or disabilities (SEND) and develops the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

The SENCo ensures that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting

- involved in reviewing how they are doing

The SENCo liaises with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, SENAAT etc.

She is responsible for updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are comprehensive records of your child's progress and needs.

The SENCo provides specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. If you think that your child may have special educational needs or if you wish to talk to someone about your child's difficulties with learning, or disability then ask to make an appointment with the SENCo - Mrs Helen Airey. Either ask at reception, or contact school by phone: 638 3919

The SENCo is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support). She undertakes and supports the writing of one page profiles, Additional Support Plans and Healthcare Plans. She shares and reviews these with parents each term including planning for the next term.

The SENCO ensures that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Head teacher

The Head teacher is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND. The Head Teacher is responsible for determining the budget for SEND in consultation with School Governors. She will determine the provision of resources, training and support for SEND based on needs in the school.

SEN Governor

The SEND Governor is responsible for ensuring that the necessary support is made for any child who attends the school who has SEND.

Who are the other people providing services to children with SEND in this school?

- Class teachers
- Intervention teachers
- Teaching assistants
- Pastoral team

At St. Joseph's we have a number of links to outside agencies who may help with the children in school and their families.

School nurse

Our school nurse works closely with pupils, parents, carers and teachers, offering support and advice on a range of issues. She plays a vital role in children's development, carrying out screening programmes, managing medical conditions and acting as a point of contact on child protection issues.

Educational Psychologist

Our Educational Psychologist helps children who are experiencing problems within school with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual children or groups, advising teachers, parents, social workers and other professionals.

Work involves an assessment of the child using observation, interviews and test materials. Educational psychologists offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents. They also provide in-service training for teachers and other professionals on issues such as behaviour and stress management

SENAAT (Special Educational Needs Assessment Advice Team)

Our member of the SENAAT team is trained to undertake a wide range of diagnostic tests to support our school in the identification of children with special educational needs and consequent decisions about their support and provision (including staff training). She carries out 1:1 assessments and provides a comprehensive report with recommendations for support.

Speech Therapy

A Speech and language therapist (SALTs) work closely with children who have various levels of speech, language and communication problems, and with those who have swallowing, drinking or eating difficulties. The Therapist assesses a child's needs before developing individual treatment programmes to enable each child to improve as much as possible. Treatment plans often involve other people with whom the child has a close relationship, e.g. family, carers or teachers. SALTs usually work as part of a multidisciplinary team, alongside other health professionals such as doctors, nurses, psychologists, physiotherapists and occupational therapists. They may also liaise with professionals in education and social services.

Vision and Hearing Support

Wirral Council's Sensory Service aims to ensure that deaf and visually impaired children and young people (0-19 years) receive an appropriate inclusive education that enables them to fulfil their potential and develop into independent adults.

The core work of the Sensory Service is to provide training, advice and support for school staff to:

- Enable students to develop specialist skills e.g. Braille, to help them access the curriculum Independently.
- Monitor progress of pupils to ensure that student's individual needs are met, in accordance with the Disability Discrimination Act .
- Undertake specialist assessments (hearing assessment and functional vision assessments).
- Maintain records and provide reports as necessary.
- Undertake specialist assessments of language and literacy development which monitor progress, inform planning and IEPs, and facilitate successful transition.
- Provide advice on alternative methods of communication.
- Provide advice on the differentiation and adaptation of teaching materials.
- Liaise with Paediatric and Orthopaedic departments to ensure an effective exchange of pupil Information.
- Liaise with other agencies across Children's services, including health and voluntary agencies.
- Advise on technology which can improve access to the curriculum or the environment and deliver training for its use e.g. magnification software and radio aid systems etc.
- Develop visually impaired pupils' mobility and rehabilitation skills to ensure safe access to the school and outside environment.
- Modification of Braille or large print materials where needed.
- Provide advice, support and information to parents and carers which promote principles of good practice.
- Promote a positive image of deafness and visual impairment and encourage self advocacy.

MEAS - MEAS staff:

- Assess pupils learning English as an Additional Language (EAL) from Foundation Stage to Year 11.
- Act as consultants within schools to enable staff to meet the needs of pupils effectively.
- Provide direct teaching support for prioritised pupils.
- Work with parents and the wider community.
- Provide training centrally and school based on: Race Equality, Community Cohesion and EAL.
- Support the admission of new arrivals including refugee, Gypsy Roma and Irish traveller Pupils.

- Give advice on embedding race equality through the curriculum and advise on materials that promote a greater understanding of ethnic diversity and racial equality

Gilbrook Outreach Team

The Gilbrook Outreach Team work with colleagues in primary schools to support the management of children with challenging behaviour within their own schools and to enable pupils with emotional and behavioural difficulties to be supported within their mainstream schools. Gilbrook Outreach is committed to focusing on preventative work to ensure that needs are identified as quickly as possible and that early action is taken to meet those needs. They support the development of approaches that embed co-operative multi-disciplinary working between all agencies.

Typical work activities include:

- Consulting and advising school staff.
- Promoting an understanding of the context and environment which influence a child's well-being.
- Observing children in the contexts in which they play and learn.
- Assessments/interviews with children to gain understanding as to why the problem behaviours are being exhibited.
- Developing and supporting strategies to improve behaviour - providing 'in class' modelling and support when required.
- Writing recommendations on action to be taken and contributing professional advice
- Attending meetings involving multi-disciplinary teams, and parents/carers, on how to best meet the social, emotional and behavioural needs of the child.

Social Communication Team

- To advise and support schools staff on specific and appropriate targets and strategies for pupils with diagnosis of Autistic Spectrum Disorder (ASD), Asperger Syndrome or with Social and Communication Difficulties
- To liaise with professionals/parents/carers.
- To monitor/review progress.
- Provision of recommendations regarding future placements and support.

Occupational Therapy

The role of the Occupational Therapist (OT) is to work with children who have difficulties with the practical and social skills necessary for their everyday life. An Occupational Therapist will aim to enable the child to be as physically, psychologically and socially independent as possible.

Doctors / Paediatricians

Paediatricians are doctors who look at specific health issues, diseases and disorders related to stages of growth and development. This is an area of medicine where the doctor works closely with the patient and their family. They also liaise with the school SENCo when necessary.

Hospital schools / Wirral home education

The hospital school provides an education service for children who are referred from schools, the health service, community paediatricians and CAMHS (Child and Adolescent Mental Health Services) with the supporting request of their schools, due to a physical or psychological illness and who are unable to access mainstream education and/or require specialist support.

The Home Education Service is a central service that is managed by the Head teacher of Wirral Hospitals' School on behalf of the Local Authority. It is not a part of Wirral Hospitals' School but works closely and in partnership with it. The number of students taught within the Home Education Service varies depending upon demand. Many of these students are taught within their own homes. Where students are well enough, or it is in their best interests of their mental or emotional wellbeing, they may be educated in dedicated rooms in local facilities such as Libraries or in their mainstream school in one to one setting.

Portage/Portex

Wirral Portage Service provides support and guidance to parents primarily in their own homes. It serves the youngest, most disabled children on the Wirral and provides individualised programmes of learning. Portage workers can support children into school/settings with transition plans and offer advice to parents re a variety of issues to support the process. Wirral Portage Service takes place in the child's home in partnership with the parents who are recognised as their children's primary educators and facilitators of their overall development. It is part of the SESS team and close partnerships are forged with all those working in the early years' sector. As part of the 1st 4 Families virtual team, we are committed to the delivery of a high quality service to the youngest most disabled children and families in Wirral.

Child and Adolescent Mental Health Service (CAMHS)

CAMHS are a team of specially trained workers whose job it is to improve the mental health of children and young people by helping them with the things that make them worried, upset or angry. They can help when a child's behaviour, thoughts and feelings become difficult for them to cope with.

Our Intervention Programmes

The interventions we may offer in school are:

Reading Recovery

Reading Recovery is a well-established intervention programme for children with reading difficulties. The programme provides daily half-hour sessions with a specially trained Reading Recovery Teacher, for year 1 and 2 children who are in the lower 20% of their class in terms of reading.

Nurture Group

A nurture group is a small group of children / young people usually based in a mainstream educational setting and staffed by two supportive adults. Nurture groups offer a short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner. Children attend nurture group but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at 'snack time' with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to.

Fischer Family Trust Wave 3

Wave 3 is a specific targeted approach for children who are not making progress within group or class provision. The aim of Wave 3 provision is to enable the pupil to make at least double the rate of progress in order to narrow the gap between the least able and their average peers.

The programme gives a structure for the alternating reading and writing days. Each child will have a different starting point as identified through diagnostic assessments.

SEN Intervention

Precision Teaching is a teaching method used to accelerate progress particularly in word reading and spelling skills although it is also used to increase children's proficiency in number facts.

Precision Teaching is very effective for children struggling to acquire automatic skills in learning letter sounds, recognising whole words and spelling. The principles of Precision Teaching match the good teaching principles recommended in Sir Jim Rose's report of June, 2009 *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties*

Intervention Teacher

At St Joseph's we have designated teachers to lead 'Rapid' intervention groups in both Year 2 and Year 6. 'Rapid groups' are put in place to support pupils who are working below expectations in English and Maths .

Interventions are planned to accelerate pupils' progress to enable them to achieve age related expectations

Family Support

At St. Josephs we take care of our children very seriously. In order to care for them we have a designated Pastoral Support Leader. Mrs Vikki Harland, who works closely with families to provide support and advice. Mrs Harland is available to talk over the phone or meet face to face during school hours and can be contacted through the school office. She has a wide ranging role in school and can offer support to pupils and parents/carers creating a positive link between home and school:

- Team around the family meetings
- Family matters programme which is a very successful parenting programme that runs annually to support parents and children. The programme strengthens links between home and school; gives parents/carers the opportunity to work one to one with their child in school; providing parents with information regarding the curriculum.
- Pastoral Support Programme (PSP) this supports children who have behaviour issues. This informs the planning for the PSP.

Mrs Harland liaises closely with outside agencies and is able to re direct parents/ carers to a variety of agencies that may offer further support.

We receive lots of information about free sessions to support the whole family. If you would like to attend any of these sessions you will need to book a place by calling The Wired Carers Helpline on 0151 670 0777.

Youth and Offending Team (YOT)

Wirral Local Safeguarding Children's Board

Website pertaining to children's services with regards to Safeguarding.

Wirral Autistic Society

Information about services offered by the Society.

Wirral Catholic Children's Society

A very useful site offering support for all aspects of family life especially when times are hard and life is a struggle.

The Zero Centre

Domestic Violence support centre for women and children

The NSPCC

A link to the NSPCC's advice pages.

Home Start Wirral

A useful link to a friendly home based support for families on Wirral.

Tomorrow's Women Wirral

St Laurence's School, Beckworth Street East, Birkenhead CH41 3 JE