

# SEN Information Report



## School Offer for Children with Special Educational Needs (SEN)

St Laurence's Catholic Primary School

## Overview

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.

We have set out our School Offer / SEN Information Report through a series of questions through which you can get more information.

## 1. How does the setting know if my child needs extra help?

All pupils are rigorously tracked and monitored. If there are concerns about a child's progress or if a child needs additional support then this will be identified and acted upon. This may mean small group intervention work or individual support.

Obviously outside factors have a massive impact on learning so we look at any attendance issues or any other factors that may influence the child such as a parent being ill etc.

These interventions will be monitored closely and if the child is still not making the expected progress then he/she may be placed on the SEN register. Once the child is placed on the register, targets are then set to address specific needs, these will be monitored closely and reviewed. This support could involve outside agencies depending on identified need.

Parents are kept informed at every stage of the process as we work in partnership to share vital information to address need and provide appropriate support. Parents will be invited to discuss the child's need with the class teacher, SENCO/Learning Mentor and outside agencies depending on the identified need. Necessary targets or programme of work would be set after discussion and areas where school and home could support each other would be identified.

## 2. How can I let the setting know that I am concerned about any area of my child's development?

If you have concerns or think your child may have an additional or a special need that has not already been identified by the school, then you can contact the class teacher initially or discuss your concerns with the SENCO or Learning Mentor.

The class teacher will share any concerns with the SENCO / Learning Mentor. Any planned actions will be discussed with you and implemented appropriately. All programmes will be monitored and reviewed by class teacher and SENCO.

School Governors are involved in reviewing the S.E.N. policy and procedures. They ensure that these are in line with the S.E.N. Code of Practice (C.O.P.), ensure pupils with additional needs are fully integrated into school life, inform parents about the schools S.E.N. policy and provision and also ensure that Statutory Reviews are managed by a 'responsible' person.

St Laurence's Catholic Primary School will not discriminate against pupils on the grounds of S.E.N. or disabilities.

We take into account the Disability and Discrimination Act. The Governing Body are committed to the provision of appropriate training for staff and modifications to the building when needed.

### 3. How will teaching 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 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 SENCO will meet and review the pupils targets and then contact parents for consultation. At this stage the SENCO may refer to other external agencies such as health for specialist assessments and support.

From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education Health and Care (EHC) Assessment (unless their parents, carers or the young person opt out of the new system). This will lead to an EHC Plan instead of a Statement of SEN. This is a legal document that outlines the pupil's needs, how they can be met, and the provision and resources necessary to achieve this. For

children and young people who already have a Statement of SEN, the transfer of Statements into EHCP will be a gradual process at Annual reviews.

At St Laurence's we recognise the importance of early intervention, along with the need for parents/carers to be fully involved at all times, and for pupils to be consulted about the help they are receiving.

#### 4. How will I be informed of my child's progress?

At St Laurence's Catholic Primary School we recognise the right of all parents and carers to be made aware of their child's progress, any difficulties they might be experiencing and strategies being employed to enhance progress. We welcome the opportunity to work in partnership with parents valuing their key role in their child's education. We promote the importance of parents' roles at Nursery & Reception Induction meetings and explain ways in which parents can help.

Parents are invited to come into school for parent meetings to discuss their child's progress in school. This will include behaviour, attendance and attitude to school as well as learning.

Reports are shared with parents at the end of the school year. Parents will also be invited into school to review and discuss progress against targets set for both learning and behaviour. This is reviewed by either Diane Lackey or school, and they will discuss ways forward, how parents can support the child at home and set new targets where necessary.

If your child is working with an outside agency eg .Educational Psychologist reviews would also be set to discuss observations, reports etc.

Parents are invited to Annual Reviews of Statements/ EHC plans where all agencies and the Local Authority can monitor progress and decide on the necessary support for your child needs.

There are informal opportunities daily for you to see your child's class teacher where any concerns of the day could be passed on. Also for some children we find it beneficial to have a Home School link book where we can share successes and concerns.

At St Laurence's we have an open door policy. The SENCO and Headteacher are available for discussions every day. If a longer meeting, is needed, it will be arranged as soon as possible. We give information about the L.A. Parent Partnership Service which is there to support parents through the S.E.N. process.



## 5. What support do you have for me as a parent to support my child?

Adult and Family Learning opportunities are in abundance at St Laurence's. We run a range of courses and activities throughout the year where parents can develop their own skills working alongside their child. A community consultation takes place where needs are identified and Service Provision is then allocated. Examples of courses are; English, Maths, Arts and Crafts. We also offer Family Learning opportunities.

Meet the teacher meetings early in September provide opportunities for parents and staff to share planning, learning tasks and opportunities, teaching methods as well as tips that help us work in partnership with parents. Leaflets outlining all of the above are distributed at these meetings.

The Seesaw app is used to showcase teaching and learning, demonstrating methods and providing handy hints about how you can help your child.

Meet your child's teacher meetings in early September provide opportunities for parents and staff to share outlines for the year. Learning tasks and teaching method as well as tips that will help both parties to work in partnership.

Various days throughout the year are also organised for parents to come in to school e.g Stay and Play sessions.

## 6. What support will there be for my child's overall wellbeing?

We have a very experienced team of people available to support your child at school; class teachers, Teaching assistants, Learning Mentor, SENCO. Throughout all year groups your child will have the opportunity of joining small nurture groups to help with social skills. The Learning Mentor is able to work 1-1 with any child when the need arises and has close contact with outside agencies such as Social Care.

Any child entering school with an identified medical condition will be entered on the medical register. This will include children with asthma. It is the parents responsibility to inform school of any existing or changes in medical conditions. If your child has a condition that needs careful monitoring or medication given regularly such as diabetes, a meeting will be held with the SENCO/Learning Mentor to write a detailed Care Plan identifying key personnel to look after the child and the medication that is needed. School staff have received training from the School nurse and Alder Hey to work with a variety of conditions.

School will administer medicines after discussion with the parents and relevant forms completed. All medicines given by recognised first aiders will be recorded. School will follow all Local Authorities guidelines.

Attendance is given a very high profile at St Laurence's Catholic Primary School. All children and parents are made aware of the school target.

There are a number of clubs before and after school, these include Cross Country, Football, Change 4 Life and Breakfast Clubs. For those children where their attendance is a cause for concern, school will work with the LA officer and Governors to support parents.

Your child will have many opportunities in class to express their views through various cross curricular activities and termly meetings with their class teacher.

Children at St Laurence's are actively encouraged to join various groups where their opinions and views are valued. The children also have the opportunity to join the school council, Mini Vinnies and Eco Club.

## 7. What specialist service and expertise are available at or accessed by the setting to support my child?

A number of staff have received specialist training in working with a variety of medical needs such as diabetes, epilepsy and visually impairment.

Staff are trained in Positive Handling and de-escalation techniques. At St Laurence's Primary School we recognise the need for external expertise and support if we are to provide a high level of education and care for our pupils. The SENCO makes all referrals with advice from all staff working with particular children and with the consent of parents. External intervention and referrals can be discussed and made at the termly planning and review meetings.

We commission support from CAST (Central Area Support Team) where we can access the following agencies:

Learning Support Service

Specialist support for SpLD pupils

Educational Psychologist (We also commission traded support)

Inclusion Support Worker

We commission support from ISES (Inclusion Standards & Effectiveness Services) where we can access:

Behaviour Support

Training for staff re Safeguarding and including Inclusion Cluster Network Meetings

Medical referrals are made through and to:

Sensory Impairment Services;

Motor Control Support Services;

Clinic / school nurse;

Speech & Language Therapy.

Continence Service

CAMHS (Child and Adolescent Mental Health Service)

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Referrals regarding children`s welfare are made to:

School Attendance Service;

MASH Team

Social Care;

Portage;

The Learning Mentor is the point of contact for Child Protection referrals.

MASH (Multi agency Strategic Hub) Safeguarding Issues

Targeted Youth Service

St Laurence's School can also access support from :

Parenting programmes; Family First , Stronger Families

Multi-Agency assessment (allocation of support from most appropriate agency).

The Governors and Headteacher recognise the importance and necessity of CPD, (Continual Professional Development) and as such actively promote training and professional development whether in house or with external agencies. The SENCO attends regular Cluster Network and SENCO meetings to learn about new developments, share good practice and develop links with outside agencies. This is shared with school staff and governors at relevant meetings.

All staff in the school receive ongoing training to respond to the needs of the children and staff attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ALK, ASC awareness training, medical training eg use of defibrillators etc.

SEN budget is based on pupils need as identified through provision mapping, PASS (Pupil Attitude to Self and School) data and monitoring outcomes. Pupil Premium information and expenditure is available on the school website.

## 8. How accessible is your setting and how will my child be included?

St Laurence's has wheelchair access at a number of points throughout the school including; main front entrance, nursery, reception and school hall. There is disabled parking at the front of the school.

The School's Access Plan is reviewed annually to ensure it can meet the short, medium and longterm needs of the pupils. The Governing Body are committed to the provision of appropriate training for staff and will explore modifications to the building based on need.

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities and residential visits. You would always be contacted before a planned activity/trip which would be away from the school site. Before all off site activities/trips, a risk assessment is undertaken. If your child has specific needs then a specially trained member of staff could accompany your child to administer specific care, medication etc. or if appropriate, you may be invited to accompany your child on the activity or trip.

## 9. How will the setting prepare my child for transitions on to the next stage of educational and life?

You will be invited to look around the school and meet school staff. Your child will also be invited to visit and stay for a short session before starting school. There are Nursery & Reception Induction meetings where the Head teacher, Foundation Lead, SENCO and Learning Mentor will be available.

We will contact any early years settings, other schools and any specialist services that your child has accessed. There will be a 'Team Around the Child' (TAC) transition meeting to ensure that we are working in partnership to achieve the best outcomes for your child and to gather all information about their needs. This will also include information re any active CAFs. (Common Assessment Framework).

At St Laurence's we have a comprehensive transition plan in place to support all pupils when moving to new classes and year groups within school.

On transition to a new school or at the end of year 6, we will work closely with the new school, any agencies involved with your child and yourselves to ensure that we are working together to support your child. Your child will have the opportunity of visiting their new school, meeting key members of staff and becoming more familiar with their new environment.

All paperwork, reports, targets etc will be handed over to the new school. When moving to a new class or a new setting, if appropriate, a personal transition plan will be written. This will be in partnership with you, your child, the new setting/class and staff supporting your child to ensure that they enjoy as smooth a transition as possible.

## 10. How are parents/carers/families involved in the setting?

Parents are regularly invited to assemblies, religious celebrations and end of term productions.

There is also a comprehensive range of activities parents can become involved in eg; Stay and Play, (Nursery and Reception), Family Literacy, Books for Breakfast and Parent and Child Art and Craft sessions.

## 11. Who can I contact for further information?

If you would like to talk to a member of staff please contact your child's teacher.

Phone the school 0151 546 4733

SENCO Mrs McClelland

Learning Mentor Mr Cushion

The Local Offer can be found on the Knowsley Council website  
[www.knowsley.gov.uk](http://www.knowsley.gov.uk)



## Glossary of Terms

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
PPP	Personal Provision Plan
Pastoral Lead	Supports children with social/emotional/behaviour 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 Knowlsey One Plan
SSEN	Statement of Special Educational Needs
SALT	Speech and Language Therapy/Therapist
SEND	Special Educational Needs and Disability
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.

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