

Great Crosby Catholic Primary School



SEND Information Report

Updated November 2022

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Definition of SEND

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age, or a 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions’

SEND Code of Practice (DFE), 2015

A child under compulsory school age has special educational needs if they fall within the definition of the above, or would do so if special educational provision was not made for them.

What is the Local Offer?

The Local Offer gives children and young people with SEND, and their families, information about what support services the local authority provide in their local area. The information provided will enable parents and carers to make decisions about how best to support their child’s needs. The link to Sefton’s Local Offer is below

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Great Crosby Catholic Primary School is an inclusive school. Our school’s Mission Statement states that we want our children to ‘have life, and have it to the full’. To this end, we offer a range of support to children with: social communication and interaction needs; cognition and learning difficulties; social, mental, and emotional health problems; sensory and/or physical needs. We strive to support all of our children to achieve success in all areas of development. Quality teaching is vital, however for some of our pupils there are occasions where additional support and intervention may be required to help them to achieve. Support is tailored to the child’s individual needs to maximise progress and wellbeing.

Whom should I contact to discuss the concerns or needs of my child?

Class Teacher

Speak to the class teacher first. The class teacher is responsible for providing quality teaching including:

- adapting the curriculum to respond to the strengths and needs of all pupils
- monitoring the progress of pupils
- identifying, planning and delivering additional support and intervention
- following the school's SEND policy
- devising SEND Support Plans to prioritise and focus on the next steps required for individual children to make progress
- contributing to the writing of Behaviour Support Plans (BSP) and Positive Handling Plans (PHP)

Special Educational Needs Coordinator (SENCo) - Mrs. Sheila Harvey

The SENCo is responsible for:

- coordinating provision for children with SEND
- developing the school's SEND policy
- liaising with outside agencies, e.g, educational psychologists, and implementing advice and recommendations
- facilitating staff training
- working with the Senior Leadership Team (SLT) to monitor progress and effectiveness of provision
- ensuring that parents are:
 - involved in their child's learning
 - aware of the level of support their child receives
 - aware of progress made
 - included in reviewing the support provided
 - consulted about transition to a new class or school

Headteacher – Mrs. Pat Speed

The headteacher is responsible for:

- overseeing SEND provision
- working closely with the SENCo to measure the impact of provision
- working with the governing body to determine SEND resources

- safeguarding

SEND Governor – Ms. Natalie Martin

The SEND governor is responsible for:

- supporting the school to develop and evaluate the quality and impact of SEND provision
- liaising closely with the SENCo and other relevant members of staff
- to work with the SLT and the governing body to determine SEND resources

Learning Mentor (LM) and Parent Support Adviser (PSA) – Mrs. Carolyn Solkin

The LM/PSA is responsible for:

- supporting parents/carers by signposting them to services in our area
- advising parents/carers on who to speak to about an issue in school
- advising about family learning e.g. parenting courses
- supporting children with social, emotional and mental health issues
- safeguarding

School Nurse

The school nurse is responsible for:

- being the first point of contact in schools for parents who need health advice or information. This may involve assessing individual needs, offering care or referring on to other services
- advising parents and staff
- initiating and supporting activities for promoting good health across the school
- safeguarding

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

As part of the Sefton Council SEND provision agreement, Great Crosby Catholic Primary School will provide quality teaching to pupils. Reasonable adjustments are made to accommodate learning difference.

Class teachers monitor progress, and are able to identify children who are not making expected levels of progress. Lessons are differentiated and adjustments made to cater for individual needs. If these measures do not accelerate progress, then it may be necessary to seek advice from the SENCo.

Progress is assessed six times a year in reading, writing and maths. From these assessments, teachers attend termly Pupil Progress Meetings with the headteacher and SENCo. During these meetings, the progress of each individual child is discussed. Children not making expected progress are identified, and plans put in place to address the barriers to their learning.

The Graduated Approach

There are four stages when implementing SEND support as outlined in the SEND Code of Practice:

Assess

When a class teacher or parent raises a concern, information is gathered from all those involved (pupil, teacher, parent, outside agencies). This includes utilising the teacher's assessment and experience of the pupil, and their previous progress and attainment, as well as comparing the individual's development in relation to that of their peers.

Plan

After gathering information, and with permission from the parent/carer, the child's name will be added to the SEND register. A SEND Support Plan is written to outline the extra support the child will receive to achieve the targets set for them. Having determined the child's preferred learning style, motivators and responses to teaching approaches, short term targets are set from B Squared and The Autism Education Trust (AET). If external agencies are involved, their advice and recommendations are included in the SEND Support Plans. Any agreed actions take into account the pupil's strengths as well their learning differences. In some cases, additional resources will be allocated.

Do

All SEND Support Plans are working documents, and if needed, adjustments will be made to a plan to determine success. The class teacher is responsible for the implementation of the support plan, and accountable for the outcomes. Advice should be sought from the SENCo if the teacher or parent thinks the plan is not working for whatever reason.

Review

All SEN Support Plans are reviewed termly (November, March and July). All targets will be evaluated and the views of the pupil and parent will be sought. A new plan will be written, setting new targets. Where it has been agreed that the child has made sufficient progress, the child's name will be removed from the SEND register, and the need for a support plan

will cease. In these cases, the child's progress will continue to be monitored through half termly data collection and pupil progress meetings. For those children with more complex needs, termly review meetings will be held with the class teacher, parent and SENCo and any external agencies. Sometimes it may be appropriate for the child to attend review meetings. Their views are highly valuable in ensuring that the support is tailored correctly.

High Needs Top-up Funding (HNF)

Where a child has continuing significant difficulties following appropriate intervention, school may seek extra resources from external agencies. The school is obliged to pay the first £6000 of any resource that a child with SEND may need. The school can apply for HNF from Sefton Council if the cost of support exceeds the £6,000 threshold.

Education, Health and Care Needs Assessment (EHCNA)

If a pupil is not making expected progress despite the school having taken relevant and purposeful action over time, the parents or school can make an application to the local authority for an Education, Health and Care Needs Assessment. EHCNAs are designed to cater for the needs of children who have lifelong and complex needs.

Curriculum and Teaching Methods

How will the teaching be adapted to meet the needs of my child?

- teaching is adapted to meet the diverse range of needs in each class
- tasks are differentiated to accommodate the needs of each child
- resources are allocated based on individual need
- tasks are planned to ensure success and challenge for each child
- adult support is allocated where necessary
- open ended tasks are set to allow pupil response at different levels
- alternative methods of recording are offered, e.g. use of laptop, memory maps

Grouping Arrangements

- organised flexibly within each class
- opportunities for ability settings and mixed ability settings to maximise learning opportunities for all

Additional Adults

- used flexibly to help groups, or individual targets, on a daily basis
- monitoring of adult support avoids pupils becoming over reliant on support and develops independent learning

Tests and Examinations: access arrangements

For some children, adjustments will be made so that they can access national tests (SATs).

Interventions

Some interventions are delivered by T.A.s. The SENCo is responsible for ensuring regular training of T.A.s and the monitoring of the impact of the interventions. It is the class teacher's responsibility to recognise the need for intervention and to work with the T.A. to share targets and planning, and to monitor the children's progress.

Examples of when pupils may have access to additional adult support

- during maths and English lessons
- in other curriculum areas
- small group sessions in and out of class
- one to one sessions
- to support differentiated activities
- chunking instructions
- facilitating 'time out'
- providing intimate care
- to model expected behaviour
- to facilitate development of social skills
- preparation for change of lesson or activity
- support during break and lunch times

Strategies/programmes to support speech and language

- advice from Speech and Language therapists is shared and followed by teachers and T.A.s
- differentiation of activities
- modification of resources, e.g. use of symbols
- speaking and listening groups
- The Listening Programme
- Time to Talk Programme

Strategies to support/develop English including reading

- one to one reading sessions
- The Better Reading Partnership (B.R.P.)
- phonics lessons (Reception/Key Stage 1) – Little Wandle
- phonics intervention groups – Little Wandle
- handwriting intervention groups
- access to support teacher (Ms. Michelle Thompson)
- Toe by Toe
- Precision teaching (whole word reading)

Strategies to support/develop maths

- ability setting in class
- booster groups
- one to one support allocated to address a specific difficulty or achieve a short term target
- First Class @ Number

Provision in other curriculum areas

- T.A. support when needed
- Differentiated activities and modification of resources including
 - task organisers
 - overlays
 - pencil grips, adapted scissors etc.
 - laptops
 - writing slope
 - visual timetable
 - word banks
 - ‘working wall’ (has ideas and support for children to use when working individually)
 - multi-sensory approaches to learning

Strategies to support independent learning

- mentoring by teaching staff, peers, or additional support staff
- home/school diaries
- alternative methods of recording
- task organisers
- extra time given for some children to process language

Social and Emotional Needs

Strategies to support the development of pupils' social skills and enhance self esteem

- small group work, e.g. friendship groups
- playtime buddies
- regular 'celebrate success' opportunities
- access to Learning Mentor
- access to SENCo

Strategies to reduce anxiety and promote emotional wellbeing

- support to cope with change, e.g. lesson change
- reduced or modified timetable
- regular contact with parents
- work stations
- 'time out'
- Home/school diary
- visual timetables
- access to Learning Mentor
- The Rainbows Programme
- access to counsellor

Strategies to support or modify behaviour

- school rewards and sanctions as set out in the Behaviour Policy
- 'time out'
- one to one support to model 'good' behaviour
- access to Learning Mentor
- regular contact with parents
- access to play therapist

Support/supervision at unstructured times of the day (including personal care)

- break and lunch time support
- trained staff supervising during break and lunch times

Planning, assessment, evaluation and next steps

- whole school provision map
- whole school pupil tracking
- intervention programmes monitored and reviewed
- use of B Squared targets
- use of AET targets
- Send Support Plan - termly review
- transition review (summer term) – parent/current teacher/new teacher

Accessibility

Great Crosby Catholic Primary School is a mainstream school on one floor.

The facilities at present include:

- ramps into the main school entrances
- four toilets adapted for disabled users
- wide opening doors in corridors

Partnership with External Agencies and Staff Training

What support from other professionals does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all of our children are fully understood and met.

These include:

- Sefton Special Educational Needs and Inclusion Service (SENIS). Each school is allocated an Inclusion Consultant who provides: strategies to ensure access to the curriculum and enhance progress; support with bespoke support plans for children with more complex needs; carries out observations and provides advice and feedback to teachers and parents; provides training
- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Paediatric Services

- Physiotherapy
- Social Care
- The Early Help Team
- The Social Communication Team (SENIS)
- The Complex Needs Team (SENIS)
- Play Therapy – Mr James Duffy
- Counselling Service – Brighter Horizons

Ongoing training is extremely important at Great Crosby Catholic Primary School. We have worked with external agencies to provide training on the following areas:

- safeguarding
- Team Teach
- attachment
- dyslexic friendly strategies
- sensory processing difficulties
- adoption friendly strategies

‘In-house’ training includes:

- Toe by Toe
- precision teaching
- Better Reading Programme
- First Class @ Number
- Maths Recovery

Transition

How will the school help my child move to a new class, year group, or to a new school?

Transition can be a particularly anxious time for children and young people with SEND, and we aim to provide as successful and smooth a transition as possible by:

When moving to another school

- contact with the new school’s SENCo to share information about what support and adjustments have been made to help your child make progress
- additional transition visits
- pass on records

For pupils new to our school where additional need has already been identified

- transition review with parents and other professionals involved with the child
- planned transition visits

When moving to a new year group

- information sharing between class teachers
- planned transition visits to new class teacher and classroom
- transition review with parents, current class teacher and new class teacher

Year 6 to Year 7 Transition

- contact with the new school's SENCo to share information about what adjustments have been made to help your child make progress
- additional transition visits
- pass on records
- where a child has HNF, the SENCos from both schools will meet to discuss submitting a joint HNF application
- where a child has an EHCNA, an enhanced transition will be arranged with the receiving school in line with their policies, and the needs of the child. Support from SENIS may be sought, if appropriate.

Who do I contact if I am unhappy with my child's progress or wellbeing?

- talk to your child's class teacher in the first instance
- contact the school's SENCo by email or phone
senco.gcp@schools.sefton.gov.uk
- contact the headteacher to discuss any issues you may have regarding your child's progress or wellbeing
- contact the PSA who will pass on messages you may have to the relevant teacher

If you have a complaint, please go to the policy section of the school's website. The complaints procedure is explained in this section.