



St. Elizabeth's Catholic Primary School SEN information report

"Each child is an opportunity to celebrate the whisper of God"

SENCO – Miss Antonia Sparrow

SEN Governor – Mrs Cathie McDonald-Hollis

Identification of SEN

As a school we identify a child as having special educational needs with reference to the 2014 SEN Code of Practice.

"A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age."

The New Code of Practice 2014 6.12

If a parent/carer is concerned over their child's progress they should in the first instance speak to the class teacher. They may also make an appointment to see the SENCO. School will endeavour to help parents access other educational and health professionals.

SEN Provision

We have a graduated response of Plan, Do, Review and place great value on the parent/carer's and child's voice, using both to inform our provision. Children on our SEN register will generally have a SEN Support Plan with precise targets, strategies and interventions. Sometimes it may be necessary to involve other professionals such as Speech and Language therapists or Educational Psychologists to support a child's learning. We place great importance on working in partnership with families and external agencies. If we feel further support and resources are needed we may apply for High Needs funding or in some cases an Education, Health and Care Plan. For further information please see our SEND policy on the website.

The Curriculum and learning environment

The curriculum is differentiated to fit with a pupil's level of attainment or development. Objectives, outcomes and ways of recording work may all be changed. We provide pupils with the opportunity to work individually and collaboratively. Independence is encouraged. Classrooms are well organised and contain visual supports, with resources accessible to all. Children are seated in the best place to optimise learning. Instructions are clear, concise and unambiguous. Teachers communicate in a way appropriate to a pupil's needs. Learning outcomes are modelled and demonstrated. Children who require greater processing time are given it.

Additional support and interventions, including other agencies

If interventions above and beyond what we consider Quality First Teaching are needed, the pupil may be given Enhanced Quality First. This can include booster groups and the use of additional resources. Children who require further support will be given a SEN Support Plan. The aim of this is to provide a series of SMART targets for the child to work towards. At this time it may be appropriate to involve other agencies to advise and support. These agencies include Speech and Language Therapists, Educational Psychologists, Inclusion Consultants, Well Young Person's Team, Autism Initiatives, Occupational Therapists, the School Nurse and Community Paediatricians. We will always include parents/carers in this process. The school SENCO, Miss Sparrow, will now be involved and will work alongside home and the class teacher to ensure that the pupil's needs are met most effectively.

Working alongside other agencies we will implement their advice. More personalised small group or one to one sessions may be required, for example to follow a specific speech and language programme, a daily reading intervention or a fine motor programme. These are delivered by experienced teaching assistants.

Monitoring and Assessment of SEN pupils

All pupils' progress is monitored by Senior Leaders and the SENCO in termly pupil progress meetings following assessments in Reading, Writing, SPAG and Mathematics. For SEN pupils, other assessment tools may be used to measure progress, such as reading and spelling ages and B Squared. External agencies

may use specialist assessments to inform their reports and give a more detailed learning profile. SEN Support Plans are reviewed by the parent/carers and class teacher each term. Pupils in receipt of High Needs Funding will be reviewed termly by our Inclusion Consultant.

The effectiveness of SEN provision

The pupil's class teacher will be accountable for the Quality First Teaching, Enhanced Quality First and establishing SEN Support Plans. In turn, they will be monitored by the Senior Leadership Team and supported by the SENCO and external agencies if needed.

Provision can be called effective if targets are met and attainment increases to the desired outcome. Parents/carers and children will have the opportunity to reflect on the provision made. Termly meetings will monitor the attainment of all children and SEN provision adapted accordingly. If there has been little progress, changes will be made such as using a different intervention, changing the target or seeking advice from other professionals.

Extra Curricular Activities

At St. Elizabeth's we run many after school and lunchtime clubs such as Football, Spanish, Choir, Dance, Zumba, Gymnastics, Recorder and many more. They are open to all and we endeavor to help any child with SEN who may require extra support to access the clubs.

Social, Emotional and Mental Health

Mental health and social and emotional well-being is of great importance. All staff provide pastoral support for the children in their care. In 2016 we welcomed Mrs Suzanne Elder to our staff. Mrs Elder is our Pastoral Manager and supports children and families with a variety of needs. She does 1:1 work and group work with pupils and is available for parents to speak to on request. Mrs Elder is also the lead practitioner for EHPs. EHP stands for Early Help Plan and is a process that instigates regular multi-agency meetings to support families. It is a voluntary process which the families can opt in to. We work closely with Well Young Person's to provide additional support for children and their families. In 2015 and 2016 some Year 5 and 6 children have also been

working with a project called Tackling the Blues, in partnership with Edge Hill University.

Transition

Some children may require more support during transition. This may be when they come to our school, when they change classes, when they change key stages and when they transition to high school. A child may require extra visits to their new class, or a photo book to prepare them for new staff and a new learning environment. Children new to our school may wish to have more than one visit at different times of the day. Children with special needs moving to high school will be invited for more visits. The SENCO from the high school will liaise with our SENCO Miss Sparrow and class teachers to ensure that they have as much information as possible about how best to meet the pupil's needs. Parents/Carers and the child will be involved in this process and we aim to make transition as smooth and worry free as possible.

Staff Training

Staff get regular training during weekly staff meetings and INSET days. Staff who attend specific training courses feed back to their colleagues and share new ideas, initiatives and resources. Teaching assistants are also invited to attend training days. As a staff we have access to specialist expertise from external agencies. Over the past two years there has been training on the new SEN Code of Practice, Quality First Teaching, B Squared, planning and implementing SEN support plans and supporting children with ADHD. Teaching Assistants have attended Sensory Processing workshops, accessed training from our Inclusion Consultant and been advised on how to implement specific speech and language interventions. Welfare staff attended training from an OSSME practitioner. Together with a group of local school we have formed The Link Triad, and we frequently share training resources and support each other.

Specialist equipment and facilities

Specialist equipment is sometimes provided for use with a SEN pupil by an external agency or medical professional. Other equipment can be provided by

school e.g. weighted lap pads, wobble cushions, spell checkers, chewelry, sloped writing desks, pencil grips.

Parents/Carers and Pupil's voice

The child is at the heart of all we do and we value their opinion. SEN Support Plans have sections dedicated to the parent voice and the child voice. Our SENCO Miss Sparrow is out of class every Wednesday and available for informal chats and meetings.

Complaints Procedures

If a parent/carers has a complaint or query about their child's SEN provision they can in the first instance talk to the class teacher. They may also wish to make an appointment to see Miss Sparrow, the SENCO. If they are still concerned they can make an appointment to see Mr Daniels, the Headteacher. If matters are still not resolved, the concerns should be put in writing and addressed to the Chair of Governors.

Useful links

SENCO Antonia Sparrow 0151 922 5752

Pastoral manager Suzanne Elder 0151 922 5752

School Nurse Amy Webster 247 6033

Sefton Special Educational Needs 0151 934 3250/3252

Sefton Local Offer - see link on website under SEND

Date: Sept 2016

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