



CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

ONE BODY, MANY PARTS

Corpus Christi Catholic Primary School Offer for Special Educational Needs and Disabilities (SEND)

Corpus Christi Catholic Primary School exists to provide educational and spiritual opportunities through which every member of its community may be encouraged to strive for excellence and be helped towards developing those talents given to them by God.

We work in partnership with children, parents and other agencies to provide the best possible educational and spiritual outcomes for all our children, including those with a range of additional and complex needs. The school's effective SEND policy and procedures ensure that high expectations, early intervention and prompt and appropriate support for all our children is in place to allow all our children to meet their full potential.

What does SEND mean?

SEND means Special Educational Needs and Disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within Local Authority area.

The area of special need will be identified as either:

- **Cognition and Learning** (general or specific learning difficulties)
- **Communication and Interaction** (speech and language difficulties, autistic spectrum disorders)
- **Social, Emotional and Mental Health** (including behaviour difficulties)
- **Physical, Sensory and Medical** (hearing, visual impairments, physical and medical difficulties)

General Statement

At Corpus Christi, every member of staff has a responsibility to ensure that the needs of SEND children are being met. However, all Special Educational Needs provision is overseen and managed by the Senior Leadership Team (SLT) in school and is co-ordinated by the Special Educational Needs Co-ordinator (SENDSCO) who is Mrs Clay.

The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school Governing Body on how individual needs are being met and how SEND funding is being spent. There is a dedicated governor for SEND, Mr Sto Tomas, who works carefully with the SLT and SENDSCO within school. Funding may be spent on additional services, such as additional Speech and Language Therapy hours or emotional counselling through our Catholic Care service level agreement.

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear Learning Support Plans, Individual Behaviour Plans (IBPs) and Education Health Care Plans (EHCP) are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners. Regular assessments ensure that children are on track to meet targets and planning accurately addresses needs whilst progress, targets and plans are regularly reviewed with the children and evaluated to inform next steps.

Parents are vital partners in their child's journey through school and are invited to attend review meetings of their child's progress through regular parent's evenings and additional review meetings. Where the child has more complex needs, parents are also invited to annual reviews which may involve other professionals. Parents are able to request a meeting with the SENDSCO should concerns arise. Parents are encouraged to engage in supporting learning in different ways such as supporting their child with their differentiated homework, joining in with family learning classes or using resources provided by school to help their child.

An appropriate and accessible learning environment is provided in school. The confines of the building are adapted where possible. The school has disabled access to the main building, a care suite situated on the ground floor and a lift.

The school works alongside and seeks support from other agencies where required to maximise learning opportunities and potential. These agencies include:

- Speech and Language Therapy- one day a week in our school
- Catholic Care counselling service- one day per week
- Temple Newsam Community Partnership (Cluster Support)
- School Nursing
- Early Years Team
- SENSAP Team
- SENIT Team
- Complex Needs Team
- Hearing Impaired Team
- Visually Impaired Team

- Occupational Health Team
- Educational Psychology (Our allocated Local Authority EP is Tessa Burnard and on occasions we commission the services of an Educational Psychologist from Catholic Care Dr A. Hussain)
- Specialist Training in Autism and Raising Standards Team (STARS)
- Child & Adolescent Mental Health Service (CAMHS)
- Paediatricians
- Specialist medical experts

Temple Newsam Cluster services include:

- Attendance Support
- Family Outreach Workers
- Parent Support Workers
- Counselling and Therapeutic Services

How is SEND funding spent?

At Corpus Christi Catholic Primary School SEND Funding is spent on the following:

- Special Educational Needs and Disabilities Coordinator release time
- 1 to 1 Learning Support Assistants
- Additional support in class
- Contribution to Temple Newsam Cluster
- Catholic Care provision
- Speech and language provision
- Access to specialist off site provisions- if necessary, dependent on a pupil's needs
- Pupil transport

Frequently Asked Questions

Please see below for a series of FAQs which may help you understand policy and practice for SEND at Corpus Christi Catholic Primary School.

If you have any questions, please do not hesitate to contact school and ask for either Mrs Clay (SENDCo) or Mrs Walsh (Head Teacher).

Key Information

SENDCO	Mrs Clay
SEND Governor	Mr Sto Tomas
Head Teacher	Mrs Walsh
Chair of Governors	Mr Kerrigan
School telephone enquiries	0113 248 3095
School email address for general enquiries	admin@corpusprimaryleeds.org
SENDCO email address	senco@corpusprimaryleeds.org

Frequently Asked Questions

What do I do if I think my child may have special educational needs?

Speak to your child's class teacher or make an appointment with the school Special Educational Needs Coordinator (SENDCo) Mrs Clay (0113 248 3095) to discuss your concerns.

If school is concerned about your child they will collect information from all staff involved with them and we will also ask for your views and any information that you can provide. Parents are an important source of information; we will work actively with you and keep you fully informed about what is being done to meet your child's needs. If it is decided that your child needs further support, the class teacher will work with the Special Educational Needs Coordinator (SENDCo) to arrange this.

How will school support my child?

Your child's class teacher will plan and deliver learning activities that meet the needs of your child.

The class teacher may discuss any difficulties with the Special Educational Needs Coordinator (SENDCo)

Your child may take part in additional small group activities or may receive some individual support. Your child's teacher can provide information in detail about the specific provision and arrangements that have been put in place for your child.

The class teacher, with discussion with your child, will write a personalised support plan for your child. This plan will identify your child's targets, what they need to know, who is going to help them, how they are going to help them and when they are going to help them. The class teacher will discuss the personalized Learning Support Plan or Individual Behaviour Plan (IBP) with you, so that you are fully aware of your child's targets in school and how you can support at home. You will also be provided with a copy. After an agreed period of time, the class teacher will review the progress your child has made against the targets set and, if necessary, write a new Learning Support Plan. The SENDCO liaises with class teachers and oversees the personalised Learning Support Plan to ensure that children with Special Educational Need and Disabilities are making progress.

'Leaders make sure that teachers have the information they need about those pupils with SEND. This helps teachers to plan effective sequences of teaching that all pupils can access.' (Ofsted June 2022)

'Pupils with SEND make very strong progress due to well-planned interventions that are often led by the assistant headteachers. Leaders regularly check the progress of pupils to ensure no child is being left behind.' (Ofsted Dec 2018)

The progress of all children in school is tracked closely using a range of methods for example, the Foundation Stage Early Learning Goals, SENIT Developmental journal, formative and summative assessments and National Curriculum assessments. B Squared will also be used for identified pupils, to demonstrate smaller steps in progress in some areas

	<p>of the curriculum. In some cases, the progression framework will also be used to assess pupils' life skills.</p> <p>These are in addition to a range of formal and informal methods used by the class teacher in everyday teaching, for example, observations, questioning and the marking of learning.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>At Corpus Christi Primary School quality teaching enables all children to access a curriculum that is differentiated to meet the needs of every child. If your child has complex, specific or general learning needs they may have a personalised Learning Support Plan, Individual Behaviour Plan (IBP) or Education Health Care Plan (EHCP) which details any special arrangements.</p> <p>Children may be taught in smaller teaching groups, withdrawn from class for specialist intervention programmes or work 1 to 1 with an adult. Additional specialised resources may also be provided including the service of Catholic Care or a Speech and Language Therapist and/or Speech and Language Assistant.</p> <p><i>'Bespoke support for individual pupils is put in place to ensure that the majority of pupils with SEND are working within age-related expectations.'</i> (Ofsted Dec 2018)</p>
<p>How will I know how well my child is doing and how will you help me support my child's learning?</p>	<p>In addition to our Parent Consultation Evenings and reporting arrangements at which the SENDCO is always available for further discussion and support, there will also be opportunities to discuss your child's Special Educational Needs and share the personalised Learning Support Plan, Individual Behaviour Plan (IBP) or Education Health Care Plan (EHCP) at other SEN review meetings.</p> <p>If your child has Speech and Language difficulties, you can request an assessment by the Speech and Language Therapist. You will be informed of the outcomes and if support is necessary you will also receive regular updates of progress.</p> <p>The SENDCO or your child's class teacher are also available to discuss your child's progress and next steps.</p> <p>As parent/carers, you are encouraged to be involved in supporting your child's education in consultation with the class teacher. This may involve special homework tasks or reinforcement of classroom strategies in the home.</p> <p>We also offer parent training/learning events and workshops. The workshops are arranged and provided after seeking parent views and considering requirements.</p>

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

At Corpus Christi, we pride ourselves on having a caring and supportive Catholic ethos. The school meets the emotional and social needs of individual children and ensures that our children have the highest level of pastoral care possible. Catholic Care Counselling is available one day each week to support the school to deliver an effective and caring pastoral programme.

'You have created a school where pupils feel safe, happy and eager to learn. You aim to ensure that everyone in Corpus Christi Catholic Primary School is highly valued, keeping the school's motto of 'excellence and enjoyment with Christ at our centre' at the heart of the work you do.' (Ofsted Dec 2018)

'Many parents commented on how special this school is and spoke highly of all that this school offers their children.' (Ofsted June 2022)

We have excellent partnerships with many agencies to provide support for families who may need it e.g. Catholic Care. We have a parent support worker who work alongside families that would like additional support and is trained in the Early Help process.

Our school is also part of the Temple Newsam Community Partnership. Through this partnership we can access a wide range of other professionals (Family Support Workers, Emotional Health and Well-being Workers and Educational Psychologists) to help us support our children and their families.

There are also a number of school policies in place that help support the well-being of our children. They include – SEND/Inclusion, Intimate Care, Health and Safety, Safer Working Practices and Behaviour. These can all be accessed in school.

The school considers training in Child Protection procedures of paramount importance. Staff are all trained in Child Protection procedures. The school has four members of staff (plus the Headteacher) who are specially Designated Safeguarding Leads to ensure the safeguarding of all children. These members are Miss Horkan, Mr Doyle, Mrs Currie and Mrs Collins plus the Headteacher Mrs Walsh.

'There is a palpable ethos of care and support for children, parents and staff. You ensure that pupils, parents and staff are given the help they need through Catholic Care, an agency you buy in to provide support when needed.' (Ofsted Dec 2018)

'Pupils are looked after by caring adults who know them well.' (Ofsted June 2022)

<p>What specialist services and expertise are available or accessed by the school?</p> <p>What training are the staff supporting children with SEN having/had?</p>	<p>We have excellent partnerships with a range of professionals who provide us with specialist advice. These include but are not confined to Educational Psychologists, Speech and Language Therapists, Paediatricians, School Nursing and Catholic Care.</p> <p>The school has employed a Speech and Language Therapist and a Speech and Language Assistant to work additional hours within school.</p> <p>Outside professionals who are linked with the school will usually work with your child to gather information. This will enable them to assess your child's needs and advise the school on new and appropriate targets for your child's personalised plan. They will also be able to provide advice on the ways in which the school can help your child achieve the targets that are set. Following the receipt of advice from outside agencies, a copy of the report will be sent home along with an invitation for you to come and discuss it with the class teacher or SENDCO. All staff supporting your child will have the appropriate training.</p>
<p>How will my child be included in activities outside the classroom?</p>	<p>Wherever possible the school ensures that out of school activities and visits are accessible to children with additional needs.</p>
<p>How are children with SEN and disabilities enabled to engage in activities available with children in the school who do not have SEND needs?</p>	<p>We are an inclusive school where everyone is valued. All children with SEND are supported to access our curriculum and extra-curricular activities including educational visits, residential visits, extra-curricular clubs, activities and sporting events. Reasonable adjustments are made to ensure inclusion and risk assessments are undertaken for many activities, highlighting any special provision in place to ensure that all pupils can access the activity in a safe manner.</p>
<p>How accessible is the school?</p>	<p>The school is a two-storey building which is fully accessible as it has appropriate access, ramps, a lift and a disabled toilet located on the ground floor. The school works effectively with relevant professionals to enable children with specific needs to attend the school, e.g. occupational therapists. Accessibility is always of prime importance when considering any building alterations.</p>
<p>How will the school help my child on transfer to the next phase of education?</p>	<p>Transition arrangements are very carefully considered by working with the child's new class teacher or new school staff. The involvement of the child and parents in these arrangements are firmly established in the excellent practice of our school. These are overseen by the SENDCO and senior leaders. Provision is planned to ensure that children make all moves as smoothly, confidently and happily as possible.</p>

<p>How are school resources allocated and matched to the children's SEND needs?</p>	<p>The school is funded on a national formula per pupil. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register. The school can apply to the Local Education Authority for 'top-up funding', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. In most cases this will take the form of additional adult support for learning, development of independence, support for personal care etc.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>The SENDCo will take advice from all professionals involved with the child alongside the views of parents and the child themselves if appropriate. The possible package of support will be presented to the Head teacher and the Senior Leadership Team who will work together with the SENDCo to make a decision about how a package of support will be provided.</p>
<p>How are parents involved in the school and how can I be involved?</p>	<p>The school has an open-door policy and we welcome parental involvement. The Governing Body has a link SEND governor who acts as a link between the school and parents. Parents are informed regularly about teaching and other events through regular newsletters, texts, Class Dojo and open evenings. The school holds information sessions to show parents our methods of teaching for example phonics. Parents are invited into the school to take part in a variety of workshops, training, for events such as celebration assemblies and services and also to various performances and concerts throughout the year. The views of parents are actively sought through questionnaires, speech bubbles, feedback forms, discussions etc.</p>
<p>Who can I contact for further information?</p>	<p>If you are considering applying for a school place, please contact the school office on 0113 248 3095.</p> <p>If you wish to discuss something about your child, please speak to your child's class teacher or contact the school office to make an appointment with the relevant member of staff.</p> <p>If you want information about other support services or the Local Authority's Local Offer, please contact the school office (0113 248 3095) and arrange an appointment to see Mrs Clay (SENDCo) and/or Mrs Walsh (Head Teacher) or Miss Horkan (Assistant Headteacher).</p> <p>If you would like some impartial support and advice, please visit the website of Leeds SEND Information and Advice Service (SENDIASS) https://familyinformation.leeds.gov.uk/sendiaass-site or contact on 0113 378 5020.</p>

(Ref-Section 69 (2) Children and Families Act 2014, Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, Section 6 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years

