

# St John Vianney Catholic Primary School



*"Seeking Growth Together through Jesus"*

## Local SEND Offer

**Date Reviewed: July 2019**

**Reviewed by: Amanda Wooldridge**

**Date of next review: July 2020**

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1	<p>Our SENCO is: Contact via: (Clause 30 &amp; 64)</p>	<p>Our SENCO is Amanda Wooldridge and she can be contacted on the school telephone number 01253 311248. If you would like to make an appointment to see her please call in at the school office. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.</p>		
2	<p>The SEND provision provided by the school including any support provided in relation to learning or the curriculum (Clause 30 &amp; 64)</p>	<p>You or your child’s class teacher will have noticed that your child may need some extra help. The SENCo or Class teacher will invite you into school to talk about the type of support your child will be given. We will also share ideas about how you can help your child.</p> <p>At this point, your child is considered to be at the SEN support stage of the new Special Educational needs Code of Practice.</p> <p><b><u>SEN Support Stage (formerly known as School Action and School Action Plus)</u></b></p> <p>At this stage we will mostly be able to offer your child more help within school. Sometimes there may be a need to seek the advice of specialists from outside the school. We always gain your permission before we do this. These experts might include Advisory Teachers or the Educational Psychologist.</p> <p>Together (school, parent and child), we will agree the things your child needs to work on; this is called an Individual Pupil Profile</p>		

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		<p>(IPP).</p> <p>An IPP will include</p> <ul style="list-style-type: none"> <li>• How we intend to help your child. This will be written as targets and we will set a date by which we hope to achieve them.</li> <li>• Ways in which we will teach your child.</li> <li>• The date of the next review meeting.</li> </ul> <p>Every term we will produce a new IPP for your child (or the targets will be shared on the end of term report) and consider the following:</p> <ul style="list-style-type: none"> <li>• Should we continue with the support provisions currently in place?</li> <li>• Has your child made appropriate progress and can now leave this stage of support?</li> <li>• Does your child need further help?</li> </ul>		
3	The arrangements that the school has for identifying those with Special Educational Needs and the process for informing and consulting with parents	<p><u>Areas of SEND</u></p> <ul style="list-style-type: none"> <li>• Communication &amp; Interaction</li> <li>• Cognition and Learning</li> </ul>		

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	<p>(Clause 30 &amp; 64)</p>	<ul style="list-style-type: none"> <li>• Social, Mental &amp; Emotional Health</li> <li>• Sensory or Physical needs</li> </ul> <p>Teachers assess children at least three times per year in reading, writing and mathematics as part of the whole school assessment cycle. From these assessments teachers attend pupil progress meetings with a senior leader in school; during this meeting individual children’s progress will be discussed. For some children who may not be making as much progress as expected intervention or ‘catch up’ programmes will be discussed and implemented. For other children it may be appropriate for school to seek advice of outside agencies, in these cases parental consent will always be sought.</p> <p>A Special Educational Need may also be diagnosed through a Paediatrician or other medical professional. Again, advice will be sought to ensure best provision and strategies for your child.</p> <p>There may be times throughout the year that teachers have concerns regarding a child who may have or develop an additional need, in this case they will discuss concerns initially with the Senco. The teacher/SENCo will in turn invite parents in to discuss a plan of action.</p> <p>Many pupils with special educational needs and their parents or guardian are involved, through the plan, do and review cycle and in the different and graduated stages of provision to meet their</p>		
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		<p>special educational needs. Each parent or guardian is invited to come into school to discuss this further (see below)</p> <p>All parents have opportunity to attend parents evenings twice yearly and are provided with a written progress report at the end of each academic year. Termly reports are also provided detailing the current levels of attainment alongside the child's current academic targets. The Senco is available in addition to the class teacher on these occasions to meet with parents</p> <p>The Senco and class teachers are also available at other times throughout the year to discuss concerns with parents, a mutually convenient time will be arranged for the meeting and if appropriate other professionals may be invited to attend.</p>		
4	<p>How the school develops its overall teaching and adapts its curriculum to ensure that teachers can include pupils with Special Educational Needs</p> <p>(Clause 30 &amp; 64)</p>	<p>At St John Vianney Catholic Primary School we have high expectations for all, recognising all educational achievement, and providing an inclusive-learning environment that meets the needs of all children, enabling them to reach their true potential.</p> <p>Our assessment of the children's learning is paramount, allowing teaching staff to teach to, and assess the individual child's learning needs and styles. Employing a range of skill-developing challenging activities for our pupils allows staff to use a range of evidence for teacher assessment, creating a learning environment whereby children are empowered to develop independence, and knowing how to improve. Teaching staff employ a range of teaching resources that support and extend children's learning; children are taught how to use these resources themselves to</p>		

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		<p>foster independent and collaborative learning.</p> <p>Our pupils, staff and parents are clear about what is to be learned. Clear learning objectives and success criteria are identified for individual pupils, creating personalised learning. Our pupils and staff are fully involved in deciding next steps in children’s learning. Our marking policy celebrates children’s successes and identifies next steps. Our pupils and staff practise self and peer assessment, enabling children to have greater influence in directing their own learning paths.</p> <p>Our Senior Leadership Team (SLT) and subject leaders ensure that teaching observations and rigorous monitoring are undertaken and that teaching staff are consistent in employing our teaching and learning policy. This approach enhances the teaching and learning of the children, by assisting in the monitoring of our school’s provision and progress, enabling us to plan for improvement. Termly pupil progress meetings between teaching staff and SLT, assist in identifying children’s specific learning needs, and any subsequent interventions that may be needed or planned.</p>		
5	How progress towards particular outcomes are measured and reviewed	In school, all staff are trained to closely monitor the progress of individual learners and report any concerns to the SENCo. Your child’s progress is continually monitored by his or her class teacher, who will have highlighted any gaps in their understanding/learning and planned support to help them		

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		<p>make the best possible progress.</p> <p>Pupil progress data is submitted termly and the pupil progress discussions are led by the data that has been submitted.</p> <p>The Senior Management Team (SMT) and the Class Teacher analyse the data looking for any anomalies or concerns. Core groups of children are scrutinised, these include groups such as: LAC (Looked After Children), FSM (Free School Meals), EAL (English as an Additional Language), SEN (Special Educational Needs), G&amp;T (Gifted and Talented)etc.</p> <p>A professional discussion takes place, and the SMT will look at the steps that need to be taken in order to support a child or group of children who is not achieving their targets. We are committed to narrowing the attainment gap between SEND and non-SEND students.</p> <p>Any children that require additional support will be identified at this point. The Senior Management Team will look at the intervention which needs to be put in place in order to improve the outcomes for this child. Targets will be set and closely monitored. Each child is set targets in reading, writing and numeracy. Progress is then measured using the school tracking system and where appropriate a baseline assessment prior to the intervention starting.</p>		
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6	<p>The transition process / arrangements that the school makes for pupils entering and leaving the school</p>	<p>Children start in our Reception classes when their 5th birthday falls between 1st September and 31st August of a particular academic year. The maximum number of children normally admitted to each year group is sixty. Parents and carers of new Reception children are invited and strongly encouraged to visit school prior to applying for a place, to look around and hear about the life and work of our school.</p> <p>Children may be admitted to other year groups if places are available. Visits to the school prior to such an admission are encouraged and a meeting with parent/guardian will always be held to ensure a smooth transition and that any relevant information is shared.</p> <p>During the Summer Term children will have the opportunity to meet their new teacher for the following academic year. Early in the Autumn term parents will be invited in to see the new classrooms and meet their child's new teacher.</p> <p>Our local secondary schools make arrangements to see their pupils before transfer and our children visit their new high school during their last term with us. Any children with special educational needs, disabilities or medical conditions, are offered the opportunity to make additional visits so that they are well prepared and feel comfortable in their new secondary school. This helps to ensure that your children's transfer to secondary education is as smooth and problem free as possible.</p>		
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7	<p>How the school secures additional services and the names and contact details of those services</p> <p>(Clause 30 &amp; 64)</p>	<p>The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of the needs in the school.</p> <p>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:-</p> <p>Behaviour and Emotional Wellbeing; Health including GPs, School Nurse, Paediatricians, Speech and Language Therapists, Social Care.</p>		
8	<p>Contact details of Support Services</p> <p>(clause 64)</p>	<p>Through School – School Nurse Team, Behaviour Support Team, Cognition, Learning and Autism Service, Counselling.</p>		
9	<p>How the effectiveness of special educational provision is assessed, evaluated and reviewed including information about how</p>	<p>Each term, children are assessed using formal assessments and/or through focused teacher assessments; the results for each child are collated and progress is measured. This data is then presented in the school tracking system and referenced at the pupil progress meetings when each child is then discussed</p>		

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<p>children, YP and their parents take part in this  (Clause 30 &amp; 64)</p>		<p>individually. Any areas of concern or less than expected progress is identified and discussed taking into account the child's progress within the classroom as well as the child's personal circumstances such as changes at home, medical needs etc. as informed by the parents and class/set teacher. At these meetings areas of need can be identified and children are placed into groups for further intervention if required.</p> <p>The children who do require additional support will be discussed by the Senior leadership team and intervention groups are then timetabled. The interventions are discussed with parents and this is an opportunity to explain the provision and time scales.</p> <p>Whether it is additional support for learning, behaviour or emotional wellbeing, the children are assessed at the start and then again after the 6/10 week program to check progress. The interventions are monitored by the senior leadership team throughout to ensure the provision meets the needs of the children.</p> <p>The SEND children are set individual educational targets and reviewed termly, parents are involved in these reviews and invited to contribute to the target setting.</p> <p>All children are assessed for their suitability to sit the SATs tests. The strict guidance laid out by the DFE is adhered to. Any child who meets the criteria for additional time, a scribe, a reader or</p>		
		<p>being disapplied is given the correct level of support.</p> <p>The SENCo reports at least termly to the SEN Governor.</p>		

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10	<p>How facilities that are available can be accessed by children and YP with SEN</p> <p>(Clause 30 &amp; 64)</p>	<p>School reviews their Accessibility Policy annually. This policy outlines what provision has already been made by school to make the site more accessible and contains an action plan that endeavours to develop the accessibility to the physical environment, improve the delivery of written information to parents and constantly seeks to improve access to the curriculum for all pupils.</p> <p>School has a lift available to access the second floor of school.</p>		
11	<p>Information about the expertise and training of staff in relation to children and YP with SEN and how specialist expertise will be secured</p> <p>(Clause 64)</p>	<p><u>Training at St John Vianney Catholic Primary School</u></p> <ul style="list-style-type: none"> <li>• All staff are encouraged to apply for relevant training to support the needs of the school and to enhance their own professional development.</li> <li>• Staff feed back to their colleagues, usually via staff meetings.</li> <li>• We have one HLTA has received specialist training in Speech and Language Therapy.</li> <li>• 4 staff are trained as writing moderators for the Local Authority: one for Key Stage 1 and two for Key Stage 2</li> <li>• Training is accessed from the Local Authority and outside agencies where appropriate.</li> <li>• We have 1 staff member trained in delivering the ABC Programme</li> </ul>		

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		<p>(Attention, Balance and Co-ordination). This helps support children with co-ordination difficulties.</p> <ul style="list-style-type: none"> <li>• The SENCo has training in Speech, Language and Communication difficulties.</li> <li>• All of our Teaching Assistants have received training on Positive Behaviour Management Strategies and have been provided with useful strategies to use in class and on the playground.</li> <li>• The vast majority of our Teachers and Teaching Assistants have had training in delivering Read Write Inc. Ongoing RWI training is available as appropriate.</li> <li>• The majority of Teaching Assistants have received First Aid Training.</li> <li>• The vast majority of staff have been trained in the use of Numicon.</li> </ul>		
12	<p>Extra curricular activities that the school offers and how these can be made accessible for pupils with Special Education Needs</p> <p>(Clause 30)</p>	<p>There is a daily Breakfast Club in school and an After School Club. Both clubs are run by Miss Sarah Webband are fully inclusive.</p> <p>School offers a variety of after school activities which are available to all children, ranging from Choir to Guitar lessons. All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly. Additional staff provide 1:1 support at lunchtime and on off-site</p>		

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		trips where necessary. Risk assessments are written to measure any potential dangers. Registers are kept for all the extra curricular activities. Parents are regularly informed about various clubs and activities for pupils with SEN within the community.		
13	<p>Arrangements made by the Governing Body or proprietor for the treatment of complaints from parents of pupils with Special Educational Needs, concerning the provision made at the school</p> <p>(Clause 30 &amp; 64)</p>	Complaints will be dealt with in accordance with the St John Vianney Catholic Primary School Complaints Procedure.		
14	How the LA supports children & YP and families of children & YP with SEN	<p>Please refer to Blackpool's Local Offer.</p> <p><a href="http://www.blackpool.gov.uk/localoffer">www.blackpool.gov.uk/localoffer</a></p>		