

St Peter's Catholic Primary School



St Peter's
Catholic
Primary
School

Local Offer

Our Mission Statement

Through loving God, everyone at St Peter's School is committed to creating a happy loving and secure environment for learning, which has Christ at the heart of its community, where everyone is valued and shows respect for each other.

Special Educational Needs Information

At St Peter's we strive to support **all** children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there may be occasions when further additional support may be needed to help them achieve their targets.

Children's SEN are generally thought of in the following four broad areas of need and support:

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ social, emotional and mental health
- ❖ sensory and/or physical needs

The roles and responsibilities of the Special Needs Co-ordinator (SENCO)

The SENCO is Mrs J Hazeldine

Mrs Hazeldine is an experienced SENCO who has received relevant and up-to-date training.

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. We liaise with staff to monitor the pupil's progress and implement further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with low-level SEN as well as the options available to support families who need additional help for their child.

Frequently asked Questions by parents...

How does St Peter's Primary School know if children need extra help?

We know that pupils need help if:

- ❖ Concerns are raised by parents/carers, teachers or the child.
- ❖ Limited progress is being made.
- ❖ There is a change in the pupil's behaviour or progress.
- ❖ **Pupil Progress Meetings** are held each half term. This is a meeting where the class teacher meets with a member of the Senior Management Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems and pupils who may benefit from additional support.

- ❖ The class teacher is the initial point of contact for responding to parental concerns.
- ❖ The SENCO (Mrs Hazeldine) is also available to respond to raised concerns.

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

What support will my child receive at St Peter's if they are identified as having a special educational need?

- ❖ Each pupil needs will be assessed and a package of intervention and support strategies will be planned on an Assess-Plan-Do-Review cycle.
- ❖ Pupils are asked about their own aspirations and strengths. We encourage the pupils to explain the kinds of support they most value and this is included in the planning.
- ❖ Parents/carers are also asked to contribute.
- ❖ Support may be given as additional help from the teacher or teaching assistant in the classroom.
- ❖ If a pupil has needs related to a more specific area of their education, such as; reading, spelling, handwriting, mathematics or literacy skills then the pupil will have access to small focused group work. The length of time for the intervention will vary according to the level of need but is generally a term. Review meetings are held to evaluate the pupil's progress and to inform future planning.
- ❖ On occasion a pupil may need more expert support from an outside agency, such as; Speech and Language Therapy, Educational Psychology etc. A referral will be made with your consent. After a series of assessments a programme of support is usually provided to the school and parents/carers.

How will the curriculum be matched to my child's needs?

- ❖ When a pupil has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ❖ A Learning Support Assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- ❖ If a child has a special need they will be given an individual plan. This will be recorded on an Intervention Plan. The Intervention Plan will be shared and discussed at Parent Consultation Meetings with the class teacher (and SENCO if required.)
- ❖ If your child has more complex or higher-level needs which require a range of interventions and external agency support then a more detailed Assess-Plan-Do-Review document will be produced.
- ❖ The Assess-Plan-Do-Review plan will be formed through a joint review meeting. It is an opportunity for the pupils, parents, school and other agencies to put forward their views and aspirations for the child.
- ❖ A series of measurable targets will be agreed alongside a plan of strategies, resources and actions to support the child in achieving them.
- ❖ Review meetings will usually be held twice each year, although this may be more frequent when necessary.

What additional physical resources are available for my child?

- ❖ At St Peter's we respond to the needs of our pupils and we purchase resources that have been suggested specific to the needs of individual children.
- ❖ If appropriate specialist equipment may be given to the pupils e.g. writing slopes, concentration cushions, easy-to-use scissors, use of a laptop device.

- ❖ You will be able to discuss your child's progress at termly Parent's Consultation Meetings.
- ❖ Your class teacher is available at the end of the school day if you wish to raise a concern.
- ❖ Appointments can be made through the school office to arrange a more detailed meeting with the class teacher and/or SENCO.
- ❖ Your child will bring home a termly report which will explain their current achievement and rates of progress. Your child will also reflect upon their own progress and set personal targets.
- ❖ Review meetings for children with more complex or higher-level needs are held at least twice each academic year
- ❖ Any additional assessments made by external agencies will be shared with parents/carers usually in the form of a meeting in school and as a formal report.

How will I know how my child is doing?

What support is available if my child displays exceptional, severe or very complex needs?

- ❖ If your child's needs are exceptional, severe or complex and require a higher level of resourcing and co-ordinated approach then an Education Health and Care Plan (EHC) referral can be commenced through the Lancashire Local Authority
- ❖ An assessment of the level of resourcing the child currently receives from the school, and evidence of a co-ordinated response over time will be made. Alongside this, evidence of the child's needs being significantly greater than peers of the same age, are long term and require specialist resources or provision to achieve long term positive outcomes, are required.

What is an Education Health and Care Plan?

- ❖ If the Statutory Assessment process finds evidence to match the criteria set then an Education Health and Care Plan will be launched. This has replaced the use of Statements in the Special Educational Needs Code of Practise 2014.
- ❖ This is a very detailed plan which is led by the Lancashire Local Authority.
- ❖ The child, parents/carers, school, external professionals are all invited to add their views and aspirations to the plan.
- ❖ There is a statutory Yearly Review.

What are the specialist services and expertise available at or accessed by St Peter's?

At times it is necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by St Peter's include:

- ❖ Educational Psychologist
- ❖ Social Services
- ❖ Severe and Complex Learning Difficulties Advisory Service
- ❖ Physical Difficulties Team
- ❖ Sensory Impairment Team
- ❖ Looked After Children Service
- ❖ Post-Adoption Services
- ❖ Stepping Stones Outreach Support
- ❖ CAMHS
- ❖ Behaviour Advisory Teachers
- ❖ Family Support Services
- ❖ School Nurse
- ❖ Parenting Support
- ❖ Paediatricians (Victoria Hospital)
- ❖ NHS Speech and Language Service
- ❖ The Linden Centre (Bereavement)
- ❖ DEN (Domestic Abuse Support)
- ❖ Community Police

How will the school prepare and support my child when joining St Peter's or transferring to a new school?

Many strategies are in place to enable pupils' transition to be as smooth as possible

- ❖ Discussion between the previous or receiving schools prior to the child joining/leaving St Peter's.
- ❖ Visits are arranged for pupils who need extra time in their new school.
- ❖ A Parent/carer meeting can be arranged with the Class teacher and SENCO before your child starts.
- ❖ High School staff (including the SENCO for our feeder school St Bede's) visit St Peter's to ensure key information is passed on.
- ❖ Where a child has specialised needs staff from the receiving school will be invited to a formal review.
- ❖ In-house transitions between year groups and key stages are well managed. Pupils are able to visit their new classrooms and meet key members of staff. Meetings are arranged with parents/carers, SENCO, current and future class teachers in order to ensure that good practise is shared.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include a disabled toilet.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures put in place to enable all children to participate.
- ❖ However if it is deemed that an intensive level of 1-1 support is required either a Learning Support Assistant or parent/carer may be asked to accompany the child.

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent upon individual needs.
- ❖ Resources may include deployment of staff depending upon individual circumstances.

How are the schools' resources allocated and matched to the children's Special Educational Needs?

*What support
will there be
for my child's
overall well-
being?*

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- ❖ Members of staff are readily available for pupils who wish to discuss issues or concerns.
- ❖ The Learning Mentor (Katy Seed) is available to offer short and long term support to pupils and families.
- ❖ St Peter's has a team of 'Pals' who support their peers in establishing practises of fair play and anti-bullying.
- ❖ Intervention programmes are available to support pupil's emotional wellbeing and social skills.
- ❖ External Agencies provide support for counselling.
- ❖ For all pupils identified as having an additional special need a 'One Page Profile' is created. This allows the pupils to express what they value and what they believe others admire about them. They also share their thoughts upon what best helps and supports them in their learning.

Pupils with Medical Needs

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse and in consultation with parents/carers. These are discussed with the staff involved.

The staff access the necessary medical training in response to pupils needs for example: epi-pen use, diabetes support, to support a pupils with a diagnosis of epilepsy, attachment anxieties etc.

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO.

I hope that this has answered any queries you may have but do not hesitate to contact the school if you have further questions.

Glossary SEN of terms and acronyms

Term	Description
ADHD/ADD	<p>Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder</p> <p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to inhibit their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Students with ADD/ADHD may be:</p> <ul style="list-style-type: none">☐ Inattentive, hyperactive, and impulsive (the most common form)☐ Inattentive, but not hyperactive or impulsive.☐ Hyperactive and impulsive, but able to pay attention.
ASD	<p>Autistic Spectrum Disorder (ASD)</p> <p>Students with Autistic Spectrum Disorder find it difficult to:</p> <ul style="list-style-type: none">☐ understand and use non-verbal and verbal communication☐ understand social behaviour☐ think and behave flexibly. <p>These difficulties may affect the student's ability to interact appropriately with children and adults or their ability to respond to inferred instructions or social prompts. An inability to act flexibly may result in behaviours which appear restricted,</p>

obsessional or repetitive. Students with ASD often have specific areas of hypersensitivity, e.g. aversion to noise, smell, touch or physical contact. Students with ASD may not respond well to sudden changes to their routine.

Behaviour, Emotional and Social Difficulty

Examples of difficulties falling into this category are ADHD, anxiety disorders, ODD (Oppositional Defiance Disorder) and OCD (Obsessive Compulsive Disorder). Students who are without a diagnosis but present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school, can also be tracked using this category.

BESD

Child and Adolescent Mental Health Services

Support services for students and families requiring support to cope with BESD or ASD.

CAMHS

Comm. Paed. Community Paediatrician

CP Child Protection (plan)

Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas.

Dyscalculia:

Dyslexia

Areas of difficulty include: working memory, organisation, reading comprehension,

handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words.

Dyslexia Bands: A-F

A - no signs of dyslexia

B/C – mild dyslexia

D/E - moderate

E/F – severe

Dyspraxia impairs the ability to coordinate and organise movement.

Dyspraxia

Areas of difficulty: development of gross and fine motor skills, balance and coordination, language development, working memory, handwriting, organisation, concentration, sequencing words and numbers.

English as an Additional Language

EAL

Recorded as yes or no on SIMs and the data sheets. For details of the student's first language, please see section of SIMs entitled 'first language'. Students will receive extra support from the EAL department.

EHC plan

Education and Health Care Plan

Educational Psychologist

EP

An EP provides detailed assessments for student with complex needs. The assessments include recommendations for differentiating work to meet the student's needs. An EP may also provide on-going support in the form of one-one or groupwork with students or consultations with staff and parents.

Global Developmental Delay

GDD

Students who have not reached two or more traditional milestones in areas of development (motor skills, speech and language, cognitive skills and social and emotional skills). This is assessed from birth- 18 yrs.

Hearing Impairment

HI

Students with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

Individual Education Plan

Plans outlining strategies to support students within a mainstream class setting.

IEP

IEPs are written for students:

- ☐ with a statement of educational need,
- ☐ ASD or other complex needs
- ☐ receiving support via an IST

LAC

Looked after Children

Child in the care of Local Authority

Moderate Learning Difficulty

MLD

Students with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-

esteem, low levels of concentration and under-developed social skills

Multi-Sensory Impairment

MSI

Students with multi-sensory impairment have a combination of visual and hearing difficulties.

They are sometimes referred to as deaf-blind but may have some residual sight and/or hearing.

Multisensory learning takes place when a teacher presents learning objectives and learning materials in such a way that students can learn by seeing, hearing, touching (hands – on) and saying (oral kinaesthetic).

Multi-sensory learning

Occupational Therapy/Therapists

OT

Practitioner supporting students with difficulties affecting coordination and gross and fine motor skills, e.g. hypermobility and dyspraxia. Students with severe needs may need extra time and require a scribe or use of computer.

Physical Disability

PD

There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some students are mobile but have significant fine motor difficulties which require support.

	Personal Education Plan
PEP	Plans for Looked After Children addressing education and welfare needs.
	Speech and Language Therapy/Therapist
SALT	Practitioner providing assessment and support student to develop language and social skills. SALT works with students with ASD or students with speech, language or communication difficulties presenting a barrier to learning.
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SENCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
	Speech, Language or Communication Need
SLC	Students with SLC have difficulties using and understanding expressive, spoken or language. Student may have difficulty managing social situations and understanding language that consists of inference or idioms or is complex or abstract. Difficulties understanding language usually persist into adolescence and adulthood. Areas of difficulty include: use of expressive language, understanding spoken language, speech (stammers/ lisps), delayed language acquisition, difficulties with appropriate social interaction.
	Severe Learning Difficulty (SLD)
SLD	Students with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-

ordination, communication and perception and the acquisition of self-help skills.

SpLD

Specific Learning Difficulties

E.g. Dyslexia, Dyscalculia and Dyspraxia.

TA

Teaching Assistant

Team Around the Child or Getting it Right Form

TAC/ GIR

Multi-agency intervention for students who are receiving external safeguarding support

Visual Impairment (or vision impairment)

Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.

VI