

Who is our Special Educational Needs and Disabilities Co-ordinator (SENDCO) and how can he/she be contacted?

The school's SENDCO is Mrs Suzanne Walsh.

She can be contacted via the school office for a telephone conversation or to arrange a meeting; or via email on the contacts listed below.

School office telephone – 0151 928 5601

School office email – admin@englishmartyrs.sefton.org.uk

What types of special educational needs do we provide for?

Special Educational Needs (SEN)

A child or young person has SEN 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 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

Special educational needs and disability code of practice : 0 to 25 years January 2015

At English Martyrs Primary School, we are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, "Through Christ we believe, inspire, achieve", every teacher is a teacher of every child, including those with SEND.

English Martyrs offers a range of provision to support children with a range of needs, including:

- Cognition and Learning (CL)
- Communication and Interaction (CI)
- Social, Emotional and Mental Health (SEMH)
- Sensory or Physical (SP)

How do we identify and assess pupils with special educational needs?

At English Martyrs, the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. There is a rigorous assessment schedule, which builds upon a child's prior skills and levels of attainment. Class teachers make regular assessments of progress for all pupils; this data is then analysed with the Assessment Co-ordinator and SENDCO at Pupil Progress Review meetings where pupils making less than expected progress are identified. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

At English Martyrs, we aim to identify a child's needs at the earliest opportunity and then make effective provision thus improving the child's long term outcomes.

For those children whose difficulties become evident only as they develop and progress through the school, all people who work with them will communicate effectively and be alert to responding at the earliest opportunity. Concerns raised by the child themselves, or by parents, are taken seriously and are listened to and addressed accordingly.

Specialist assessment may be required where a child is still not making progress despite accessing a highly personalised curriculum e.g. Community Paediatrician

What is our approach to teaching pupils with SEN?

All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

At English Martyrs we:

- ensure that a child with SEND receives the appropriate support they need and is involved in establishing the type of support they receive
- ensure that children with SEND engage in school activities alongside pupils who do not have SEND
- ensure that there is a SENDCO with responsibility for co-ordinating SEND provision
- ensure that parents are kept fully informed and involved

We follow a graduated approach:

Class group - Quality First Teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Strategies include differentiation of work, seating arrangements, support materials etc.

Enhanced Quality First – This approach is used where pupils require more personalised quality first teaching strategies e.g. Personalised vocab lists, personalised task organisers. Short term intervention programmes may also be implemented. Pupils at this stage are closely monitored.

SEN Support – Where pupils continue to make less than expected progress, despite enhanced quality first approaches being implemented, they will be moved to the SEN Support stage and be placed on the SEND register. All information about the pupil's progress is reviewed, alongside national data and expectations of progress. External agencies offering specialist assessments and/or support may become involved with the child. The child will receive a SEN Support Plan which will outline the child's area of need and record the support that the child can expect to receive. All people involved with the child, including the child themselves, will contribute to the SEN Support Plan.

Education, Health and Care Plan – Where a child has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the school would consider requesting an Education, Health and Care needs assessment. This process will involve all people involved with the child.

and/or

High Needs Funding – Additional resources (High Needs Funding) can be requested from the Local Authority, where further funding, in addition to the amount allocated from the school's resources, is required to implement effective and necessary support for a child's complex needs.

How do we adapt the curriculum and learning environment?

At English Martyrs, the curriculum is carefully planned and differentiated to meet the learning needs and, where possible, the interests of the children. Differentiation may occur through groupings; lesson content; teaching styles; learning styles; alternative methods of recording; level of support provided; support materials.

Advice received from external / specialist agencies is always implemented e.g. Use of overlays; enlarging of print for VI pupils; positioning of HI and VI pupils or those with sensory needs within the classroom; speech and language programmes.

We endeavour to ensure that our classrooms are accessible for all pupils including those with:

- Dyslexia - coloured screens for interactive presentations, use of Letterjoin font throughout school, easy access to resources (number lines/squares, high frequency word mats, coloured overlays etc.)
- Autistic Spectrum Condition – visual timetables, personalised timetables, task organisers, quiet spaces, visual prompt cards
- Speech and Language difficulties – allowing sufficient processing time, pre-teaching of key vocabulary, chunking instructions into smaller manageable sections
- Physical Needs – accessibility throughout the school and within the classroom

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

English Martyrs is a fully inclusive school where all children are encouraged to seek out new challenges and aim high; all opportunities offered are available to all pupils.

There is a programme of extra-curricular clubs timetabled across the year for various year groups; details of clubs can be found on the school website.

Off-site class visits and Year 6 residential visit are again offered to all pupils; detailed Risk Assessments would take into consideration any additional needs.

How do we consult parents of pupils with SEN and involve them in their child's education?

At English Martyrs we have a strong belief in working closely with parents. This benefits both your child's work and their life in school generally; and so much more is achieved by working together.

We aim to develop our partnership in a variety of ways:

- Parental Education courses
- Home/School reading diaries
- Adult Education courses
- Family Education Sessions
- Family Support Courses
- Curriculum workshops
- School celebrations
- Regular shared 'End of Topic' assemblies
- Welcoming classroom volunteers
- Open evenings
- Newsletters
- Friends of English Martyrs Association (F.O.E.M.A.)
- Enabling placements for those attending courses e.g. TA training

Over the course of the academic year, there are two Open Evenings where parents have the opportunity to talk to their child's teacher and be updated on their progress (October and February). There is also an Open Afternoon at the end of the Summer Term. If parents need to talk to the class teacher at any other time, they are welcome to make an appointment to meet at a mutually convenient time.

At the end of the academic year parents receive an end of year report written by the class teacher.

Children at SEN Support have a SEN Support Plan which is written with the involvement of class teacher, SENDCO, any external agencies involved, the child and parents. Each term, parents are invited to

contribute towards the review and target setting process. We fully acknowledge that a parent knows their child best and parents' contributions are welcomed.

Where external agencies become involved with a child, the school will always inform the parents and request parent consent. Follow up meetings are arranged so feedback and recommendations can be given to all involved.

How do we consult pupils with SEN and involve them in their education?

The pupils are always at the centre of life at school; their views are valued and celebrated. In the Early Years classes, where possible, children's interests are used as a stimulus for learning. As pupils move into KS1 and 2, new topics will begin with teachers finding out what children already know and what they would like to find out more about, thus enabling children to take some responsibility for their learning journey. Children with SEND will talk with their teacher about how they learn best and about how they would like to be supported, as well as discussing ways they can help themselves. Pupils with SEN Support Plans will contribute their views and aspirations; and will also be involved, where age appropriate, in setting their targets.

How do we assess and review pupils' progress towards their outcomes?

Assessment at English Martyrs is both rigorous and relevant.

- Teachers continually monitor progress in lessons which informs short term planning.
- Tracking and monitoring against National Curriculum descriptors is completed throughout each term using the Chris Quigley 'Depth of Learning' programme.
- Children who are making smaller steps of progress are assessed using 'Pebbles' – Chris Quigley and/or Bsquared.
- Intervention programmes are monitored carefully to ensure they are having an impact on a child's progress.
- External agencies, e.g. Speech and Language Therapy service or Occupational Therapy will be involved with some pupils. Staff from school will contribute, where required, towards the assessment and review process.
- The Assessment Co-ordinator and SENDCO meet termly with class teachers for pupil performance reviews.
- SEN Support Plans are reviewed termly; the views of both the child and their parents are valued and included.
- The Local Authority requires that pupils who receive High Needs Funding will have a termly review; parents and representatives from external agencies are invited to attend.

How do we support pupils moving between different phases of education?

Transition to a new learning environment can, at times, be challenging for any pupil. At English Martyrs, the approaches we have in place, detailed below, ensure pupils are well prepared in order for smooth transitions to be made.

Starting Nursery

- Early in the summer term, a parents' information evening is held.
- Important information about your child is gained through 'All about me' books.
- Home visits are arranged where staff can meet your child in the comfort and security of their own environment.
- Small group visits to the Nursery class are arranged.
- For children with SEND, additional meetings and/or visits can be arranged as necessary.

- Photographs of the school environment and staff are provided to allow parents or carers to talk with the child and prepare them sufficiently.

Nursery to Reception

Most of the children from Nursery continue their education into the Reception class however, there are also children who are new to the school.

- Early in the summer term, a parent's information evening is held.
- Important information about your child is gained through 'All about me' books.
- For new starters, home visits are arranged where staff can meet your child in the comfort and security of their own environment.
- Small group visits to the Reception class are arranged.
- For children with SEND, additional meetings and/or visits can be arranged as necessary; the Reception class teacher and SENDCO can also visit your child at their current setting. This ensures that vital information can be discussed in order for any necessary arrangements to be made prior to your child's start date. Relevant paper work will be requested from the child's current setting.
- Photographs of the school environment and staff are provided to allow parents or carers to talk with the child and prepare them sufficiently.
- All relevant paperwork is passed to the next class teacher

Year group to year group

- Towards the end of the summer term, children will visit their new class teacher and classroom.
- For children with SEND, where necessary, there will be an enhanced transition process. This could include - more class visits; the use of Social Stories; a book of photographs showing staff and the different areas of the classroom to take home.
- The child's current and new class teachers will have transition meetings to ensure relevant information is shared.
- All relevant paperwork is passed to the next class teacher

Year 6 to secondary school

- During Year 5 pupils are invited to attend 'taster days' at Holy Family High School which starts to prepare children for transition.
- During the summer term of Year 6, children will visit their chosen Secondary school for a transition day.
- During the summer term of Year 6, transition meetings take place between the children's current year 6 teacher and a representative from the various secondary schools.
- For children with SEND or those who may find transition challenging, the current Year 6 class teacher and SENDCO will meet with the SENDCO of the secondary school to ensure they are fully informed of any additional needs and effective strategies to support the child.
- Information about individual children who may find the transition process difficult, is passed on to our school's Inclusion Consultant who will liaise with the child's secondary school.
- All relevant paperwork is passed to the next school.

Moving to another school

- All relevant paperwork is passed to the next school at the earliest opportunity and, where necessary, contact will be made with the SENDCO or class teacher.

How do we support pupils with SEN to improve their emotional and social development?

Our school prides itself on the nurturing ethos that is demonstrated to all involved in daily life; we firmly believe that a person's well-being is essential. Children are taught about the importance of this aspect of life and are actively encouraged to share any concerns they may have.

The school has a Lead Learning Mentor, Mrs Bowden, who works with individuals and small groups of children on programmes aimed at, for example, developing self-esteem, improving friendships and supporting children who are coping with bereavement.

Mrs Naisbett, works with classes teaching mindfulness; the children are able to independently employ strategies they have learned to help them at various points during their day. Courses in mindfulness have also been held for parents to attend thus enabling them to further support their child at home.

Pupils also take part in Yoga sessions.

Other ways pupils are supported in this area are:

- Playground buddies
- Peer mediators
- Whole school reward systems
- Home/school communication books

What expertise and training do our staff have to support pupils with SEN?

The SENDCO, Mrs Walsh has had 10 years of experience in the role and is currently part way through the qualification of National Award for SEND Co-ordination. It is the SENDCO's role to support class teachers in the area of SEND.

The school employs a team of 18 teaching assistants who are trained to deliver a range of interventions or to support pupils in a variety of ways, for example:

- Speech and Language programmes
- Precision Teaching
- Early Reading interventions
- Phonics
- Numicon
- IDL Cloud
- Medical needs
- Social communication skills

The school development plan will identify any staff training needs to improve areas of teaching and learning for all children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners throughout the school eg. ASC or dyslexia.

Individual teachers and support staff attend training courses that are relevant to the needs of specific children in their class.

Outside agencies will provide staff training to ensure a consistent approach for children with SEND.

All staff attend weekly staff development meetings. The SENDCO will use these meetings to disseminate any updates or information.

Whole staff training about specific conditions is regularly organised.

All staff have up to date Safeguarding training.

Our SENDCO attends termly SENDCO cluster meetings where there is an opportunity to discuss SEND issues or share good practice with SENDCOs from other schools.

Our SENDCO attends a Sefton SEN forum where specific conditions are discussed with experts and the latest SEND guidance is brought to our attention. This enables the SENDCO to ensure the school's SEND provision is up to date.

How will we secure specialist expertise, equipment and facilities to support pupils with SEN?

A child's needs may require more specialist support. Through discussions with the family, teacher and the school's Inclusion Consultant, the SENDCO may decide it is appropriate to apply for the involvement of outside agencies e.g. Child and Adolescent Mental Health Service (CAMHS), Speech and Language service, Educational Psychology service etc. Class teachers work closely with any external agencies involved with pupils in their class and strategies, as advised, are implemented at the earliest opportunity.

A child's needs may require specialist equipment which may be provided by the support service. Wherever possible, school will endeavour to provide any additional equipment to ensure our pupils are fully supported e.g. Pencil grips, coloured overlays, weighted cushions or blankets, fidget toys. There may be some pupils who require a high level of support that school cannot resource on its own. In this instance an application would be made to the authority to access High Needs Funding. Detailed plans outlining how the money would be spent are submitted to a funding panel who meet at various times throughout the year.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

We welcome any additional support or advice for pupils with SEND. Where possible, a representative from the agency involved would contribute to the SEN Support Plan and be the lead for target setting.

How do we evaluate the effectiveness of our SEND provision?

- The use of a provision map enables us to measure the impact of interventions and the achievement and progress of pupils
- Sample scrutiny of SEN Support Plans
- Termly data scrutiny of pupils with SEND
- Pupil Progress meetings with SENDCO, Assessment manager and class teachers
- Pupil and parent questionnaires
- Termly SEN contribution to the Head Teachers report for Governors meeting
- Lesson observations, as part of the Performance Management process, focus on the teaching and learning of all pupils, including those with SEND.

Who can young people and parents contact if they have concerns?

If parents /carers are concerned about their child, their first point of contact should be the class teacher. If, after discussions with the class teacher, a parent is still concerned then a meeting with the SENDCO should be arranged.

The school's SEND Policy can be found on the school website.

Sefton Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is an organisation that provides independent advice and support for parents and families – tel. 0151 934 3334 email – seftonsendiass@sefton.gov.uk

How do we handle complaints from parents of children with SEND about provision made at the school?

Having spoken with the class teacher and SENDCO, if a parent is still not satisfied with the SEND provision for their child then they should follow the guidance in the school's Complaints Procedure Policy.

The complaint will be dealt with as outlined in the policy.

What support services are available to parents?

Sefton has a number of services that can support families and carers of children with additional needs. Information about these services can be found at <https://www.seftondirectory.com/>

Where can the LA's local offer be found?

Information about Sefton's Local Offer, detailing the provision available locally for children and young people with SEND can be found at: <https://www.seftondirectory.com/localoffer>