

Saint Benedict's Catholic (VA) Primary School

Wigan Education providers (0-25)

Full Name of Education setting

St Benedict's Catholic (VA) Primary School
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Physical address	Abbott St
Town	Hindley
District or Borough	Wigan
Postcode	WN2 3DG

Contact Person	Head teacher – Mrs Janice Taberner
Telephone Number	01942253522
Email address	enquiries@admin.saintbenedicts.wigan.sch.uk
Website address	http://www.saintbenedicts.wigan.sch.uk/

Short Headline	<p>What is the SEND local offer?</p> <p>Local authorities must publish a 'Local Offer' setting out the provision they expect to be available across education. Health and social care for children and young people who have SEN and D. Wigan council local offer can be found at http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx</p>
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<p>St Benedict's is a single form entry mainstream primary school located in Hindley, Wigan. We provide for Catholic children in the parish as well as children from other faith groups. We encourage every child to achieve their potential at our school. However, some children may need additional support to fulfill this.</p> <p>The Special Needs Co-ordinator (SENCO) is Mrs Christina Fisher.</p>
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Type of education setting

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	
Infant school	√	Post 16 provision (Colleges)	
Primary school	√	Special school 2-19 years	
Junior school	√	Higher Education (Universities)	

Which of the following best describes your education setting?

Mainstream	√	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	
Community school		Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school	√	Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do you offer?

Signs and symbols		PECS (Picture exchange communication system)	√
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton			

What facilities does your education setting have?

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	√	Accessible changing area	
Accessible toilets	√	Low stimulus environment	
Secure environment	√	Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	√
Accessible parking	√		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)		Not all toilets are accessible but we do have a disabled toilet facility.	

If you are a special school, do you specialise in any of the following?

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	

SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting?

Needs led school nurse	√	Needs led SALT (speech and language therapy)	√
Needs led O/T (Occupational therapy)	√	Needs led physiotherapy	√
Personal Care			

Parents and Carers would like you to answer the following questions

1. How does your education setting know if children/young people need extra help?

Identification strategies used include:

- Quality first teaching approaches
- Discussions with parents
- Pupil voice
- Teacher assessment
- Discussions with Head teacher, other staff and external agencies.
- Results of standardised or diagnostic tests e.g. reading tests, SATs results, B Squared assessments (which break down levels of attainment into small steps).

2. What do I do if I think my child has special educational needs?

Parents are welcome to

- Discuss with the class teacher, SENCO and Headteacher any concerns they may have about their child's needs.
- Have access to the school's SEND Policy and their child's entitlement within the SEND framework.
- Parents will be fully involved in decision making and setting appropriate targets.
- Parents will be given information about the roles of other professionals.
- Parents will be invited to review the progress of their child.
- Parents will be informed about the Parent Partnership Service when their child's needs are first identified as well as other support services the school can access such as TESS

(Targeted Educational Support Service) and Occupational Therapy.

3. How will the education setting staff support my child / young person?

- Class teachers are responsible for planning the educational programmes for children in their year groups. This will involve differentiated activities and may include additional support within the classroom.
- Each class is supported by a teaching assistant every morning and this is used in a variety of ways to ensure progress for all groups of children.

Some children may need further intervention and this is delivered in small groups or 1:1 usually for a term. They are delivered by teachers or teaching assistants and are detailed on class provision maps and reviewed regularly

The Responsibilities of the SENCO are:

- Planning and developing the SEND provision together with the Head teacher and Governing Body.
- Overseeing with the Head teacher the analysis and assessment of the pupils' needs through Pupil Progress Meetings.
- Monitoring the quality of teaching and standards of pupil achievement.
- Developing, managing and reviewing a Provision Map (Provision Management).
- Overseeing and updating the school census.
- Enhancing positive and constructive relationships with parents
- Keeping the Head teacher and Governing Body informed of developments.
- Identifying the need for training / INSET related to special needs and disability.
- Disseminating information to relevant staff.

The Governors of St. Benedict's school will ensure that:

- Parents will have access to the SEND policy.
- The SEND policy is in place in line with the requirements of the Code of Practice.
- All staff are aware of the contents of the SEND policy.
- The Governing Body will be kept informed about the success of the SEND policy.
- The Governing Body will receive a review of the provision map.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

- The class teacher is responsible for working with the pupil on a daily basis and for planning and delivering an individual learning programme which should be recorded within the child's school Provision Map.

A range of strategies are used to support the needs of pupils with SEN and disabilities including:

- Different learning materials or more effective strategies (ICT software)
- Special equipment or resources
- Some group or individual support
- Extra adult time devoted to the nature of planned intervention and monitoring its effectiveness

The SENCO will oversee further assessment of pupils' strengths and weaknesses and monitor and review the impact of the action taken.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

- All staff within St. Benedict's review progress of pupils with SEN and disabilities:
- Through Wave 2 and 3 interventions (small group support & 1:1 support) and outcomes
 - Individual and personalized learning reviews to discuss targets and progress
 - Records of reviews and outcomes
 - Attainments in English and Maths
 - Pupil Progress meetings
 - Educational and other assessments
 - Views of parents and pupil
 - Involvement of other professionals (please find more detail about this within question 7)
 - Parents will be closely informed where there is a concern about their child's needs and be encouraged to contribute to the assessment
 - Parents will be fully involved in decision making and setting appropriate targets
 - Parents will be given information about the roles of other professionals
 - Parents will be invited to review the progress of their child

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

- Rainbows group which promotes social and emotional development
- Anti-bullying and other themed assemblies
- Counselling services that school can access
- Medication policy
- Care plans
- Consulting with children
- Behaviour management policies.

Pupils with medical needs:

A detailed Health care plan is compiled with support from the School nurse in consultation with Parents/carers. This is shared with all staff and is updated as and when appropriate. Staff receive appropriate training to support pupils who have specific medical needs. This training is usually delivered by outside agencies.

7. What specialist services and expertise are available at or accessed by the education setting?

Although there are no specialist services available at St Benedict's, we do have well trained experienced staff. In addition, we are able to access support from other services. The SENCO, Mrs Fisher, will discuss any referrals to other services with Parents first & provide information about their role in supporting children within school. Services currently accessed by school include the following:

Wigan Inclusion team

Educational Psychologists

Targeted Education Support Service

Child & Adolescent Mental Health Service (CAMHS)

Sensory Support Team

SALT (Speech & language therapy)

Physiotherapy

OT (Occupational therapy)

EMAS (Ethnic Minority Achievement Service)

Startwell

Social services

School nurse

Outreach (New Green Hall school, Hope school and Landgate)

Parent Partnership Service

8. What training have the staff supporting children and young people with SEND had or are having?

Staff are informed about recent SEN and disabilities information through:

- Staff meetings
- INSET (staff training) by SENCO, colleagues from the local authority Inclusion Services or other external agencies as appropriate

Staff training will support the development of the skills of all teachers in meeting the needs of pupils with SEN and disabilities.

At St Benedict's we have trained members of staff in the following:

- Letters and Sounds to promote phonic development
- Maths Recovery (1:1 maths sessions to promote 'catch up')
- CO-OL (A programme that focusses on development of gross and fine motor skills improving children's coordination)
- Speech and Language (ELKLAN)
- Rainbows and R Time (which both work on social and emotional learning),

- Team Teach (behaviour support)
- ASD.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

- Lessons are as inclusive as possible; with adjustments made depending on need. Children with disabilities are included on all school visits and residential.

10. How accessible is the education setting environment?

- St Benedict's building is as inclusive as possible with wheelchair access and toilet facilities.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

The following :

- We benefit from good relationships with our 'feeder' Nurseries & staff attend meetings with our Early Years providers in the summer term prior to children transferring to us in September. The SENCO and Reception class teacher attend any review meetings.
- St. Benedict's enjoy a good working relationship with St. Edmund Arrowsmith High School and other local high schools.
- The SENCO works closely with the SENCO at these high Schools.
- Additional transition sessions may be organized.

Reception staff encourage new parents to visit the school and take part in INSPIRE. School also offers the opportunity to visit parents at home or other settings if requested.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

- The SEND budget is allocated depending on needs of the pupils involved. The Governors, Headteacher and SENCO ensure that children receive as much support as possible across the school and that children with SEN benefit from 1:1 and small group interventions. Education, Health and Care plans (EHC) will replace Statements. Specific funding will continue to be allocated to these pupils.
- Developing, managing and reviewing a school Provision Map (Provision Management)

13. How is the decision made about what type and how much support my child/young person will receive?

- Termly meetings between class teachers, SENCO, Educational Psychology Service, TESS and Startwell (child support) team.
- Pupil progress meetings between class teachers and SLT/SENCO.
- Developing, managing and reviewing a school Provision Map (Provision Management).
- Parents will be informed should their child be identified as needing additional support.

14. How are parents involved in the setting / school / college? How can I be involved?

St Benedict's has an open door policy where Parents are encouraged to be involved with their child's education.
Parents will be fully involved in decision making and setting appropriate targets.
Parents will be given information about the role of other professionals.
Parents will be invited to review the progress of their child through several meetings during the academic year.

15. Who can I contact for further information

- The parents' first point of contact will be their child's class teacher.
- The parents may wish to meet and discuss any issues with the school's SENCO this can be arranged by appointment.
- Parent Partnership can also be contacted for support and advice (Sheila Robinson 01942 486131). They provide impartial advice, information & support for Parents. They also help to promote effective working partnerships between Parents schools & other agencies.