

SS Osmund & Andrew's Advice and Support For Parents

General Information/Frequently Asked Questions

What should I do if I think my child has a Special Educational Need or Disability?

Any concerns regarding your child's progress and development should be brought to the attention, initially, of the Class Teacher. Sometimes an informal chat can reduce anxieties or a period for monitoring your child may be identified. If both parties have identified individual needs requiring additional and different support in school advice from the SENCo and possibly supporting services may be sought. Staff at our school welcome and nurture a partnership approach between school and home to ensure your child is happy and learning.

What is the school ethos/approach to SEN and Disability?

School provides a fully inclusive environment for all. Reasonable adjustments are made to the environment, levels of support and teaching and learning activities to ensure everybody feels safe, secure and valued in an environment that ensures all children progress to be the best they can be. This encompasses the emotional, social and spiritual well-being of everybody as well as learning, progress and attainment in all subjects of the National Curriculum. Medical needs will be met by appropriately trained and qualified staff.

How will I know how my child is doing in school? If your child has enduring and complex needs the ways in which school targets resources and support will be detailed in an individual provision map to be shared with parents 3 times a year. This usually equates to once per term although meetings to discuss your child's progress with the Class Teacher, Learning Mentors or SENCo can be arranged more regularly at your convenience. Learning targets and levels can be broken down to sub-levels to measure smaller steps in progress and the next steps to be achieved.

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

The overall well-being of your child is at the heart of our warm and friendly Catholic school. Mutual care and respect are integral to the school ethos and PSHE is taught as a discrete subject. Play leaders and peer mediators are trained to help children with social anxieties that can increase during lunchtimes and buddy systems can also provide appropriate peer support. Staff throughout school work closely to identify children requiring additional nurture programmes in order to provide the essential support needed.

How will I be involved in discussions about, planning for, and involvement in, my child's education? The school, under the guidance of the SENCo, implements a pupil centred approach to planning and reviewing progress for children with SEND. This meets the Code of Practice (2014) requirements in ensuring the needs of our children and families are central to everything we do.

How does our school involve children and young people in their education and in the decision making process?

We value the aspirations of all children in our school and recognise that pupils need their voice to be part of any decision making process. All children in our school are valued and listened to. Children with additional needs requiring high needs funding will be part of the annual review process. This involves sharing thoughts and feelings regarding achievements and desired outcomes in a way that is comfortable to each individual child. For example through speaking, writing, pictures, music or drama.

Who, outside of school, can I turn to for advice and support?

Our School has worked closely and therefore developed strong relationships with agencies dedicated to helping parents of children with additional needs. Breaking Barriers and Parent Partnership have supported families and carers in different ways to include understanding legal processes and rights as well as providing support and comfort during meetings involving numbers of representatives.

Where can I find information about Local Authority provision for children and young people with SEN?

The Local Offer for the Bolton Authority can be easily found on the Bolton Council website. Firstly, navigate through 'Schools and Children' and then select the 'Special Educational Needs' option.

How should complaints regarding SEN provision be made and how will they be dealt with?

The governors of our school are actively involved in all aspects of school life. They regularly visit school to meet with staff and children and see what is happening in classrooms. There is an identified SEN Governor available to deal with complaints regarding SEN provision swiftly and effectively.

How do I get a copy of the school SEN policy?

The school SEN policy is available on the School Website. It is available both in school and for download from the school website. The contents of the Policy can be discussed with the SENCo by appointment.

Who do I contact for further information?

Please contact the class teacher if you have any concerns about your child and their progress or individual needs. The school SENCo is Mrs Sarah Tootill. Should further information be required please contact the school. The telephone number is 01204 333070 or office@ss-osands.bolton.sch.uk

Need specific information

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
SS Osmund & Andrew's school policy for the early identification of needs.	<p>A child's learning needs will be identified using the teacher's assessments and experience of the child. Bolton Council guidelines will be consulted to identify whether levels of attainment are significantly below age expected levels in one or more areas of learning. Within the graduated response, planned and moderated interventions have had little or no impact and the teacher is following the 'assess, plan, do, then review' cycle to maintain personalised learning. All pupils will have either an Individual Provision Map or Pupil Passport to identify areas of need, individual targets and support package.</p> <p>The Bolton High Needs Funding documents provide guidance and criteria for identification of SEN in this area.</p>	<p>Children in EYFS are screened by our Speech Therapist on entry to our school. Children across Key Stage 1 and 2 will also be screened if the teacher has informed the SENCo of potential Speech and Language problems when using expressive language, receptive language or social functions of language. All pupils will have either an Individual Provision Map or Pupil Passport to identify areas of need, individual targets and support package.</p> <p>The Bolton High Needs Funding documents provide guidance and criteria for identification of SEN in this area.</p>	<p>Children in this category will be identified following application of a number of strategies implemented on a 1-1 basis with the individual child. A Boxall Profile will be used to help inform staff on the area of difficulty and provision will be utilised accordingly. All pupils will have either an Individual Provision Map or Pupil Passport to identify areas of need, individual targets and support package.</p> <p>The Bolton High Needs Funding documents provide guidance and criteria for identification of SEN in this area.</p>	<p>Children will be identified using the knowledge and experience of the staff working with the child in school. Referral to supporting agencies will occur as soon as possible to help with the identification of particular needs and how best to support the child in our school setting. All pupils will have either an Individual Provision Map or Pupil Passport to identify areas of need, individual targets and support package.</p> <p>The Bolton High Needs Funding documents provide guidance and criteria for identification of SEN in this area.</p>

<p>How SS Osmund & Andrew's school assesses whether a child/young person has a SEN. (Reg 2)</p>	<p>We recognise that a clear understanding of a child's learning needs is required to inform adjustments in teaching leading to good progress and improved outcomes. Ongoing assessment against the NC level descriptors, EYFS Profile and PIVOTs sub levels will be used to target and measure progress and identify the area or areas of special educational need. SMART targets will be included on Pupil Passports or Provision Map.</p>	<p>Children who are identified as having Speech, Language and Communication difficulties will be assessed through the screening programme. When the specific area of need is identified appropriate SALT programmes are put in place for identified children. School works closely with colleagues from the SALT service. Parents will be advised to take their child to clinic in order for ongoing therapy to occur. The Bolton framework for funding will be used to categorise level and area of need. This will inform assessments and future targets.</p>	<p>Children will have individual assessments using Seals targets and the PSHE learning programme delivered throughout school, EYFS profile statements and SMART targets identified on the Provision Map or Pupil Passport. The Boxall Profile tool will be used to inform assessments and to measure progress within identified areas of difficulty. School will work closely with supporting agencies to assess areas of need and identify strategies to support progress and development towards identified targets.</p>	<p>Observations of a child with physical or sensory difficulties will be used to inform which areas are of concern and the reasonable adjustments to be made. The Sensory Checklist provided in the Inclusion Development Programme 2003 is available to support staff in assessing areas of need and priority.</p>
<p>Type of SEN provision made throughout SS Osmund & Andrew's school. (Regs 1 & 3e)</p>	<p><u>Pupils with an Education, Health & Care Plan</u> Identified pupils will have greater access to support from adults and will have a detailed Provision Map detailing provision to ensure their needs are met in our school. Examples are- access to a range of programmes including Nurture, Narrative Therapy, Life Skills, additional academic study and support. Resources will be kinaesthetic where possible and opportunities to improve learning skills and independence will be promoted throughout the classroom.</p>	<p><u>Pupils with an Education, Health & Care Plan</u> SALT programmes will be implemented using a named person with the appropriate qualifications and experience. Visual aids and technology will be used where possible and named staff members have undertaken sign language training.</p> <p><u>Pupils who do not have an Education, Health & Care Plan</u> Access to intervention programmes will be provided usually in small group situations led by a practitioner with appropriate skills, knowledge and training. Provision Maps or</p>	<p><u>Pupils with an Education, Health & Care Plan</u> Pupils will access a curriculum that is personalised to their needs. Strategies to promote mental, emotional and social health and wellbeing will be utilised by all staff in school. Access to nurture programmes and life skills activities will provide appropriate intervention opportunities to target key areas for development. Parental involvement and pupil voice will be central to identifying aspirations and outcomes.</p> <p><u>Pupils who do not have an Education, Health & Care Plan</u> We believe that a pupil's</p>	<p><u>Pupils with an Education, Health & Care Plan</u> Individual needs will be met with advice from supporting agencies and the interests of pupils at the heart of what we do. Provision resources and support provided in school will reflect the needs and funding for individual pupils identified as having sensory and or physical needs. Individual risk assessments will ensure a safe, inclusive environment is maintained with potential risks identified at all times.</p> <p><u>Pupils who do not have an Education, Health & Care Plan</u> Reasonable adjustments will be</p>

	<p>Pupils who do not have an Education, Health & Care Plan</p> <p>Provision Maps or Pupil Passports will be used to detail the support provision in place. Access to therapy groups, small group work, practical resources e.g. a dyslexia friendly classroom.</p>	<p>Pupil Passports will be used to detail the support provision in place.</p>	<p>emotional and mental wellbeing is of paramount importance to ensuring optimum progress in learning and development. We care about all our pupils and families. We would always seek to work closely as a staff liaising with home to secure the best outcomes through identifying and meeting targets linked to individual needs. Provision Maps or Pupil Passports will be used to detail the support provision in place.</p>	<p>made for all pupils attending our school that have identified sensory and/or physical needs. Advice will be sought and acted upon to ensure fully inclusive practice. This will enable active and safe participation, with actions against potential hazards in an individual risk assessment. Provision Maps or Pupil Passports will be used to detail the support provision in place.</p>
<p>How SS Osmund & Andrew's school evaluates the effectiveness of the provision made. (Reg 3a)</p>	<p>The SENCo will work closely with the Class Teacher to assess smaller steps in learning and identify next steps. The PIVOTs assessment tool will be used to measure progress to be recorded on Provision Maps or Pupil Passports. The Assessment co-ordinator will monitor progress and the subject leads, SENCo and Leadership Team will evaluate provision and delivery of intervention programmes.</p>	<p>As part of the SALT package purchased by school, the therapist will conduct before and after assessments to show measurable progress. All interventions will be modelled by the Speech and Language Therapist or our Learning Mentors to be followed up by adults in class usually on a daily basis.</p>	<p>Children in this category of need will have a Boxall profile undertaken at the beginning of the year/programme to be repeated at the end. This should show some measurable progress indicative of the effectiveness of the provision in school. Ongoing monitoring and opportunities for the pupil and parents/carers to share thoughts and feelings regarding school provision will also be used to evaluate provision made.</p>	<p>Ongoing monitoring and opportunities for the pupil and parents/carers to share thoughts and feelings regarding school provision will also be used to evaluate provision made. Progress against the Sensory Checklist will also be used to indicate progress made and school will seek help, support and guidance from supporting agencies to ensure a safe environment is maintained and effective, inclusive provision is maintained.</p>
<p>How SS Osmund & Andrew's school adapts the curriculum and school environment for pupils.</p>	<p><u>Curriculum</u> All teachers differentiate teaching and learning to ensure all children reach their potential. Pupils will know what outcomes are required and be part of the 'assess, plan, do then review' cycle.</p>	<p><u>Curriculum</u> Language will be used appropriately with a focus on identifying information carrying words and minimising language overload. Personalised speech and language needs will be addressed through inclusive</p>	<p><u>Curriculum</u> Person centred provision e.g. behaviour charts, motivational rewards etc. will help to ensure key areas of need are commonly known and addressed by all. Positive reinforcements and specific strategies will be used</p>	<p><u>Curriculum</u> Materials will be adapted to suit the needs of the pupil e.g. a laptop/special writing tool or scissors for children with fine motor difficulties. Sensory difficulties for a pupil may require specialist equipment or</p>

	<p>Vulnerable learners with identified SEN may have smaller steps that remain challenging but achievable to direct learning. Actions such as longer time to complete tasks, provision of a scribe or practical maths resources for example will also be used to adapt the curriculum to meet individual needs.</p> <p><u>Environment</u> The environment will be adapted to promote an inclusive environment for all. Examples would include- class layout to facilitate a wheel chair user, a dyslexia friendly environment for pupils with literacy difficulties or visual cues for a child with speech and language difficulties. Advice received from supporting agencies will always be incorporated into school and class practice.</p>	<p>practice: visual prompts, mind maps etc. to ensure key learning occurs and communication barriers reduced.</p> <p><u>Environment</u> Key words may be displayed, given prior to the lesson or activities supported by an adult or peer to overcome communication barriers. Advice from SALT will be incorporated into the environment e.g. a visual timetable or use of a peer 'buddy'</p>	<p>to help overcome barriers to learning in this area of need. Open communication with the pupil and family will help to identify common strategies to scaffold support for the difficulties before impacting on curriculum progress.</p> <p><u>Environment</u> The school promotes positive behaviour from all pupils as modelled by staff throughout the school. This is reflected in common environments showing certificates and attainment in these areas for all pupils and may be especially used for pupils with identified needs in this area.</p>	<p>areas are required.</p> <p><u>Environment</u> The environment will be fully inclusive to all both in and outside the school building. Support and advice from professional colleagues will be used to inform ways in which to maintain a safe environment for all.</p>
<p>How the school ensures the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs). (Reg 3f)</p>	<p>Individual risk assessments will be used to direct strategies and resources to ensure extra-curricular activities are inclusive to all. The Head Teacher will work with the SENCo and staff to ensure all children have the opportunity to participate in activities that may be adapted to meet individual and different needs.</p>	<p>Individual risk assessments will be used to direct strategies and resources to ensure extra-curricular activities are inclusive to all. The Head Teacher will work with the SENCo and staff to ensure all children have the opportunity to participate in activities that may be adapted to meet individual and different needs.</p>	<p>Individual risk assessments will be used to direct strategies and resources to ensure extra-curricular activities are inclusive to all. The Head Teacher will work with the SENCo and staff to ensure all children have the opportunity to participate in activities that may be adapted to meet individual and different needs.</p>	<p>Individual risk assessments will be used to direct strategies and resources to ensure extra-curricular activities are inclusive to all. The Head Teacher will work with the SENCo and staff to ensure all children have the opportunity to participate in activities that may be adapted to meet individual and different needs.</p>

<p>What specialist skills/ expertise do school staff have?</p>	<p>The school SENCo facilitates or directly provides training for all staff so they are equipped to meet the needs of SEND children in school or individual classes. Resources and practical provision is available to support academic learning using practical sources.</p>	<p>The Learning Mentors have extensive resources to support speech, language and communication difficulties. Narrative Therapy, Vocabulary Builders and Time to Talk are intervention programmes available and fully recommended by the SALT and EP services. Our school Speech and Language Therapist provides ongoing advice, resources and expertise directly to our school. This process of modelling what and how to deliver activities ensures staff are skilful in all teaching and learning activities.</p>	<p>The school have created a bank of resources, literature and activities to develop emotional, behavioural and mental health wellbeing for pupils across all Key Stages. Support for pupils experiencing bereavement and anxiety are available. Programmes such as Time to Talk, Nurture Therapy and Volcano in My Tummy are used with target children and groups. Lego Therapy has been successfully used in Key Stage 2 and will be adapted for Key Stage 1 this year.</p>	<p>School works closely with Occupational and Health Physiotherapists to ensure the environment in school is safe and meets the needs of pupils with additional and different physical needs. The SEN department has purchased a range of resources to support fine and gross motor skill development, ideas regarding how to build core strength and materials to help teachers make reasonable adjustments to support pupils with sensory and physical needs.</p>
<p>What training are the staff teaching and supporting pupils with SEN having/recently had?</p>	<p>The SENCo has undertaken the NASENCo course involving x 10 face to face days, as well as the training delivered by the LA. The policy and practice shared in these sessions has been used to implement amended strategies in line with SEND reforms and the new Code of Practice. Staff training for teachers by the SENCo has been ongoing and the Learning Mentors have modelled exemplar intervention practise for TAs throughout school. Next year the culture will shift to peer support and sharing practice to create a fluid, social model</p>	<p>The Learning Mentor based in Key Stage 1 has worked closely with our Speech Therapist involving mutual observations and feedback to develop consistent and effective practice and provision for our high numbers of children with speech, language and communication difficulties. This high level of knowledge and expertise has been shared with TA 2's and 3's. Next year increased moderation, monitoring and observing of good practice will develop a culture of sharing ideas and experience to benefit all children throughout school.</p>	<p>The Learning Mentor in Key Stage 2 has worked closely with nominated TAs to deliver programmes of nurture to small groups consisting of our most vulnerable children. Through close liaison with teachers, good practice has continued back in the classroom to reinforce key messages. Extensive resources and information are available to support staff and children dealing with this complex area of need.</p>	<p>Staff have accessed training to provide more focused support for children with difficulties in this category. For example iPad training for all SNAs and Ladywood Outreach have provided strategies for targeted support in the classroom.</p>

	of inclusive practice. Staff have accessed ELKLAN and Sign-a-Long training in key classes.			
What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services). (Reg 10)	A range of support services work with school to help identify what is needed and how best to help children in all categories of need. Ladywood Outreach, Bolton Behaviour Support Service and CAMHs are involved with school and a number of families. Parent Partnership and Breaking Barriers have supported families in the home and with the increased demands that can be very stressful, when bringing up a child with additional needs.	A range of support services work with school to help identify what is needed and how best to help children in all categories of need. Ladywood Outreach, Bolton Behaviour Support Service and CAMHs are involved with school and a number of families. Parent Partnership and Breaking Barriers have supported families in the home and with the increased demands that can be very stressful, when bringing up a child with additional needs.	A range of support services work with school to help identify what is needed and how best to help children in all categories of need. Ladywood Outreach, Bolton Behaviour Support Service and CAMHs are involved with school and a number of families. Parent Partnership and Breaking Barriers have supported families in the home and with the increased demands that can be very stressful, when bringing up a child with additional needs.	A range of support services work with school to help identify what is needed and how best to help children in all categories of need. Ladywood Outreach, Bolton Behaviour Support Service and CAMHs are involved with school and a number of families. Parent Partnership and Breaking Barriers have supported families in the home and with the increased demands that can be very stressful, when bringing up a child with additional needs.
How is equipment and facilities to support pupils secured?	Funding is used directly for the children needing additional and different support in all categories of needs.	Funding is used directly for the children needing additional and different support in all categories of needs.	Funding is used directly for the children needing additional and different support in all categories of needs.	Funding is used directly for the children needing additional and different support in all categories of needs.
How does SS Osmund & Andrew's school support pupils with SEN during transition?	Children identified with additional and significant needs in any of the 4 categories are supported through transition between classes and across Key Stages using either a Pupil Passport or individual Provision Map. Consultations between the SENCO and	Children identified with additional and significant needs in any of the 4 categories are supported through transition between classes and across Key Stages using either a Pupil Passport or individual Provision Map. Consultations between the SENCO and next teacher take place in July in preparation	Children identified with additional and significant needs in any of the 4 categories are supported through transition between classes and across Key Stages using either a Pupil Passport or individual Provision Map. Consultations between the SENCO and next teacher take place in July in preparation	Children identified with additional and significant needs in any of the 4 categories are supported through transition between classes and across Key Stages using either a Pupil Passport or individual Provision Map. Consultations between the SENCO and next teacher take place in July in preparation

	<p>next teacher take place in July in preparation for the new academic year. Pupils with identified SEND with statements or EHC plans have individual transition packages negotiated between all parties involved. Pupil Passports will support the transition of pupils from Y6 to 7 identified as vulnerable in any of the 4 categories of needs.</p>	<p>for the new academic year. Pupils with identified SEND with statements or EHC plans have individual transition packages negotiated between all parties involved. Pupil Passports will support the transition of pupils from Y6 to 7 identified as vulnerable in any of the 4 categories of needs.</p>	<p>for the new academic year. Pupils with identified SEND with statements or EHC plans have individual transition packages negotiated between all parties involved. Pupil Passports will support the transition of pupils from Y6 to 7 identified as vulnerable in any of the 4 categories of needs.</p>	<p>for the new academic year. Pupils with identified SEND with statements or EHC plans have individual transition packages negotiated between all parties involved. Pupil Passports will support the transition of pupils from Y6 to 7 identified as vulnerable in any of the 4 categories of needs.</p>
<p>How does SS Osmund & Andrew's school support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)</p>	<p>Again, this is applicable to children in any of the 4 SEN categories. School staff plan and deliver weekly life skills sessions to target key skills and knowledge essential for managing the different expectations of parents/ carers and the pupils have an active role in this programme. From September 2014 activities will include person centred planning and learning to target outcomes for individuals in the group as well as ongoing, broader outcomes. Children accessing the group have High Needs Funding, statements or EHC plans or may be vulnerable due to a specific individual circumstance. Activities of particular benefit rather than weekly attendance may also be the criteria for selection.</p>	<p>Again, this is applicable to children in any of the 4 SEN categories. School staff plan and deliver weekly life skills sessions to target key skills and knowledge essential for managing the different expectations of secondary schools and success beyond. Parents/ carers and the pupils have an active role in this programme. From September 2014 activities will include person centred planning and learning to target outcomes for individuals in the group as well as ongoing, broader outcomes. Children accessing the group have High Needs Funding, statements or EHC plans or may be vulnerable due to a specific individual circumstance. Activities of particular benefit rather than weekly attendance may also be the criteria for selection.</p>	<p>Again, this is applicable to children in any of the 4 SEN categories. School staff plan and deliver weekly life skills sessions to target key skills and knowledge essential for managing the different expectations of secondary schools and success beyond. Parents/ carers and the pupils have an active role in this programme. From September 2014 activities will include person centred planning and learning to target outcomes for individuals in the group as well as ongoing, broader outcomes. Children accessing the group have High Needs Funding, statements or EHC plans or may be vulnerable due to a specific individual circumstance. Activities of particular benefit rather than weekly attendance may also be the criteria for selection.</p>	<p>Again, this is applicable to children in any of the 4 SEN categories. School staff plan and deliver weekly life skills sessions to target key skills and knowledge essential for managing the different expectations of secondary schools and success beyond. Parents/ carers and the pupils have an active role in this programme. From September 2014 activities will include person centred planning and learning to target outcomes for individuals in the group as well as ongoing, broader outcomes. Children accessing the group have High Needs Funding, statements or EHC plans or may be vulnerable due to a specific individual circumstance. Activities of particular benefit rather than weekly attendance may also be the criteria for selection.</p>

--	--	--	--	--