

Holme ST Cuthbert Information Report including our Local Offer and Policy.

SENCo Name and Contact

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SENCo Award achieved 2012

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The kinds of SEN that are provided for at Holme St Cuthbert.

At Holme St Cuthbert School we provide a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. Children may have Special Educational Needs (SEN) throughout, or at any time during their school career. The 'SEN Code of Practice' defines a child as having SEND if 'they have a learning difficulty or disability which calls for special educational provision to be made for them.' (pg9)

Holme St Cuthbert School focuses on the 4 broad areas of need identified in the Code of Practice:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and / or Physical Needs

How does school identify children who need additional support and assess their needs?

How are children with SEN identified? How will I be able to raise any concerns that I have?

We identify children with additional needs through a whole team, graduated response.

If parents have any concerns about the progress or well-being of their child / children they can in the first instance speak to the relevant class teacher.

They may also arrange to speak to the SENCo (Mrs Sarah Gale) or Headteacher (Mrs Lynn Carini).

The SENCo will work as part of a whole school team to ensure all students who may need additional support are identified as early as possible. Information from

assessments alongside teacher or parent observations, as well as views of the pupils themselves will be taken into account.

We promote a Graduated Response ([See here for a Visual Guide](#)) to providing support to children with SEND, with High Quality Teaching in the classroom as a basis for all learning.

This process is a continuous cycle of identification, assessment and review of need.

How will staff support my child at school?

In Holme St Cuthbert School, provision for students with Special Educational Needs is the responsibility of all members of staff.

The Headteacher Mrs Lynn Carini is overall responsible for everything that goes on in school. She liaises with the SENCo Mrs Sarah Gale, and the SEN Governor Mrs Helen Thompson.

The SENCo Mrs Sarah Gale is responsible for the implementation and review of our SEN Policy, maintaining the SEN Register and Co-ordinating SEN provision.

The Class Teachers have day to day responsibility for enabling all children to learn. Teachers respond to student needs through High Quality Teaching and may plan for some work to be carried out in addition to whole class activity in order to meet identified individual learning needs.

The Teaching Assistants / Senior Teaching Assistants play a vital role here at Holme St Cuthbert Primary. They may work closely with groups and individuals and identify and respond to needs arising, supporting students in their emotional well being.

How will I know how my child is doing and how will school help me to support my child's learning?

Class Teachers work closely with parents here at Holme St Cuthbert.

At all stages of the SEN process we keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. We offer support in this where it is required. We expect that parents will attend Individual Pupil Plan (IPP) and statement review meetings as well as take part in informal discussion with staff throughout the school year.

The SENCo and / or Class Teacher will consult with parents, carers, pupils, and support staff about the IPP to ensure everybody is aware of the learning targets and their contribution. All IPPs will be reviewed once per term by the SENCo and / or class teacher. Parents and students are expected to take part in the target setting and review process.

The attainment and progress made by all students at Holme St Cuthbert is regularly monitored and reviewed.

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

All students have an entitlement to a broad and balanced curriculum which is differentiated to enable students to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Students are supported in the classroom for the most part; this reflects the school's acknowledgement that all students have an entitlement to the same learning experiences as their peers.

Teachers use a range of strategies to meet students' Special Educational Needs. Lessons have clear learning objectives and work is matched to ability and need. Teachers take individual needs into account when considering full access to the curriculum and take action to remove any identified 'barriers to learning'. Assessment is used to inform the next stage of learning.

There are times when, to maximise learning, the students may work in small groups or in a 1 to 1 situation outside the classroom.

What support is available for my child's overall well-being?

Holme St Cuthbert School is a Kidsafe school.

Pupils are supported in all aspects of well-being by all members of staff, who are experienced in responding to a range of needs.

All staff will be fully trained by MIND in September 2018 with a yearly update.

What specialist services and expertise are available at or accessed by school?

Holme St Cuthbert has an experienced staff with some members of staff trained in a range of areas including Autism awareness, Maths Recovery, Reading Intervention, Dyslexia, Dyscalculia, Diabetes and Paediatric First Aid.

If we have evidence that a student is making insufficient progress despite the support given within school the Head Teacher / SENCo and / or Class Teacher may complete an Early Help Assessment and may seek further advice from Local Authority Special Educational Needs and Disability team (SEND).

This service consists of a team of professionals including; Educational Psychologists, Specialist Advisory Teachers and Speech and Language Therapists.

Parents and carers are kept fully involved and informed of this process. The range of support accessed may be similar to that already in place, but may be necessarily more intensive, with targets and timescales reflecting specialist advice.

The school will liaise with Health and Social Services and voluntary organisations as necessary.

What training will staff receive or have already completed to support children with SEN?

SENCo Mrs Sarah Gale holds the National Award for Special Educational Needs Co-ordination (NASC) and attends SEN update training and support cluster meetings.

Reading Intervention

Mrs Elizabeth Gilroy is Reading Intervention Qualified

Maths Recovery

Mrs Sarah Gale is Maths Recovery Qualified.

Autistic Spectrum Disorder

Miss Nicola Hodgson, Mrs Sarah Gale and Mrs Fiona Houghton have attended Autism Level 2 training.

Dyslexia and Dyscalculia

Mrs Sarah Gale has attended training from British Dyslexia Association.

Team Teach –

names

Through First Aid Training all of our staff have acquired a basic knowledge and understanding of how to support children with asthma, diabetes, epilepsy and anaphylaxis and what to do if a child becomes unwell. In addition, a number of members of staff have received additional training from the Diabetes Nurse in order to provide a higher level of ongoing care.

How accessible is the school environment?

Holme St Cuthbert school has an adapted toilet and changing table. The building and the lower playground are wheelchair accessible.

Arrangements for Handling Complaints

The schools complaints procedures are set out as a separate policy.
The Headteacher will provide more information about this upon request.

How will school prepare and support my child when joining school / transferring between phases or schools?

Holme St Cuthbert School liaises with other settings when a student with SEN is due to transfer. All relevant records will transfer to the receiving school as soon as possible to enable an effective transfer.

The SENCo, Head Teacher and / or Class Teachers liaise with other settings to ensure the effective arrangements are in place to support students with Education and Health Care Plans at the time of transfer. This will take place on entry to Holme St Cuthbert School, and in the Spring/ Summer Term Y6.

We also provide additional support for children with SEN when moving from the Key Stage 1 classroom and teacher, into Key stage 2.

Transition arrangements may include

- extra induction activities for pupils with SEN
- Information packs to support discussion
- Teaching Assistant / Parent supported additional orientation visits
- Additional 'Taster' lessons
- Receiving school staff working with / meeting a pupil in current setting.

How are the school's resources allocated and matched to children's special educational needs?

The Headteacher is responsible for the operational management of resourcing for SEN provision within the school, including the provision for students with Education and Health Care Plans.

- The Headteacher informs the Governing Body of how the funding allocated to support Special Educational Needs has been employed.
- The effectiveness of the resources for SEN will be monitored as part of the ongoing process of Self Evaluation in school.
- Non Statutory funding is used to provide Teaching Assistants to work throughout the school with children who have SEN and are deployed as directed by the Headteacher, in consultation with the staff and SENCo.

How is the decision made about what type of and how much support my child will receive and who is involved in this?

The overall responsibility for school based SEN provision is that of the Head Teacher.

Information gathered through a range of progress and assessment data, discussion with parents through Individual Pupil Plan Meetings, and whole staff pupil reviews forms the basis of the decisions about the type and amount of support a child will receive. On a day to day basis, Class Teachers will use time and resources available to them to provide relevant support.

Education and Health Care Plans include contributions from school staff, parents, pupils and Local Authority advisors. These outline the provision to be made and will be reviewed annually. IEPs will remain in place to address targets in smaller steps with timely outcomes. It is the responsibility of the Headteacher to ensure this provision is met.