



IMMACULATE HEART OF MARY CATHOLIC PRIMARY SCHOOL

SEN LOCAL OFFER

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ELECTRONIC SIGNATURE *A. M. Phillips*

HEADTEACHER

ELECTRONIC SIGNATURE

CHAIR OF GOVERNORS

SEN Local Offer

SEN - School Offer

'Children are a gift from the Lord they are a real blessing'

Ethos

At Immaculate Heart of Mary Catholic Primary School our mission states that

'With Mary we put Jesus at the heart of our work, love and play.'

Our school aims to provide a Christian setting in which children can grow in wisdom and understanding and in which they can acquire the range of skills, attitudes and values which will help them become exemplars of their faith and responsible, caring and trustworthy citizens.

Our mission statement reflects very simply what we hope to achieve, and to help us do this we need parents as partners in their child's education journey. We have high expectations for all our children and as such want to provide for them a happy and holy school where care and respect is evident in all that we do.

Leadership

Special Educational Needs is the responsibility of all teachers at Immaculate Heart of Mary with Miss Hargreaves overseeing provision as our Inclusion Leader and Special Educational Needs Co-ordinator. The senior leadership team are continually monitoring, reviewing and evaluating SEN provision throughout the year and this is then reported back to the governors. Miss Pulham is the SEN governor and supports the leadership team and the school in regards to best provision for all pupils.

Ofsted 2015 commented that 'Leaders provide good training for staff who teach pupils needing extra support and this contributes to their good rates of progress'.

Budget

Schools are funded based on a national formula per pupil. In addition to this blocks of £6,000 are allocated depending on the number of children who are on the Special Educational Needs register and other demographic factors. Higher needs top up funding is available for children who meet the Funding For Inclusion criteria. School will apply for this money and the amount received is worked out by the Local Authority based upon the needs of the individual. This money will then be used to put appropriate support in place to meet the specific needs of the child. Parents can seek further advice regarding top up funding.

Policies

On our school website you will find a number of policies which reflect our commitment to educate each child to develop and achieve their full potential.

Curriculum Teaching and Learning

All of our children are treated as individuals and the class teacher alongside support staff plan appropriately differentiated work for all children to ensure that they receive high quality teaching and learn with effective support and resources. Children with additional needs have learning targets that clearly identify developing strengths and areas for targeted development as well as listening to the child's voice and the parents. These targets are regularly reviewed and we use a cycle of assess, plan, do and review, to ensure that children are continually progressing and are having their needs met.

Assessment

At Immaculate Heart of Mary School we gather assessment information every half term and this is closely analysed by both teachers and management at pupil progress meetings. Children who are having difficulties are identified and appropriate strategies, resources and provision is made to meet their needs. If required our Special Educational Needs Co-ordinator and Speech and Language therapist can complete more detailed assessments to help pin point areas of difficulty. Appropriate provision can then be made to meet the needs of the individual.

In January 2015 Ofsted commented that 'The school's current tracking information and work in the books of disabled pupils and those with special educational needs shows this group are making good progress throughout the school. This is a result of very effective extra support that is carefully planned to meet individual learning needs.'

Training

Many staff within our school have received training in order to develop their knowledge, skills and expertise in Special Educational Needs to enable them to meet the needs of the children. Staff have received training in dyslexia, speech and language therapy, autism as well as other general learning difficulties and complex needs. A member of staff within Early Years has completed Makaton training and throughout school, staff have been trained by a Speech and Language therapist to assist in the development of communication and language skills.

Parents

Parents are vital partners in their child's journey through school and are encouraged to take an active part in their education. Parents are invited to two Parent Consultation evenings to discuss their child's progress. As well as this, children with additional needs will have review meetings. The frequency of these will depend upon the individual needs of the child. At Immaculate Heart of Mary School we encourage our parents to communicate through any means they find most appropriate whether this be by email, phone or at the door when dropping off or collecting their child. Shared information and knowledge is vital in helping to meet the needs of each individual child.

Accessibility

Within our school we provide children with an appropriate and accessible learning environment that we try to adapt to meet the needs of individuals where possible. The school is accessible by wheelchair and there is a lift to the first floor. Within the school there is also a hygiene suite with a disabled toilet and shower facility. Accessibility is always of prime importance whenever we are considering building alterations and at all times we endeavour to meet the needs of pupils and staff.

Partnerships

High priority is given to the emotional and social wellbeing of our children. We use the services of a trained Social Worker and Counsellor from Catholic Care that helps children in school and at home so that they remain focused on their educational needs by offering them personal support. The Catholic Care worker is also available to work with parents should they wish. The ethos of Catholic Care is to foster and influence a vision of how people can live together in Christian charity, love and justice.

When necessary additional support is sought from other agencies in order to meet the needs of individuals and maximise their learning experience. We regularly engage with the Special Education Inclusion Team, Complex Needs Team, Speech and Language Therapist, Educational Psychologist, Child and Mental Health Services and the School Nursing team. We fund additional time with our Speech and Language Therapist to allow for targeted support with a wider group of pupils.

In addition to this we also have services within the North East Cluster that we can access such as Attendance Support, Family Outreach Workers, Behaviour Support Workers, as well as Counselling and Therapeutic work.

Frequently asked questions from parents and carers

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Within school, a child's progress both academically and holistically is closely monitored by both teachers and management. If any areas of concern become apparent the first point of contact will usually be the class teacher. A variety of strategies may be able to be implemented to support your child at this stage. After an agreed period of time, if these strategies fail to address the concerns then a discussion will be held with the Special Educational Needs co-ordinator to consider and assess the child's needs and see how we can best meet them in school.

If they would like to arrange a meeting with the Special Educational Needs Co-ordinator, Miss Hargreaves, they are advised to contact the school on 0113 2660728 to arrange a meeting. At the meeting we will discuss your child's needs and try to put a plan of action together and decide whether additional professionals need to be involved. If we require the assistance of more specialist professionals then the appropriate referrals will be made with parental consent.

How will school support my child?

Within each class, children with Special Educational Needs have their own Individual Support Plan that identifies their targeted areas for development and helps to monitor progress. This is written, shared and reviewed with pupils and parents so that targets can be agreed together. As well as this, a provision map identifies the additional provision that has been put in place to assist learning. Similarly a child with behavioural difficulties will have an Individual Behaviour Plan that will once again identify targets and development. Both of these documents will be overseen by the Class Teacher and reviewed regularly with the Special Educational Needs Co-ordinator and parents.

In January 2015 Ofsted commented that "There is good provision for pupils requiring additional support and as a result they achieve well.

Teaching assistants very effectively support pupils' learning throughout the school and are a key part of each classroom team.'

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

As well as personalised targeted learning programmes or an Individual Support Plan all class teachers ensure that work, resources or learning strategies are appropriately differentiated to match the needs and challenges of each child.

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

During the summer term a formal report will be written by class teachers to parents/guardians. In addition to this there are also two Parent Consultation Evenings where there will be the opportunity to discuss your child's progress.

The Special Educational Needs Co-ordinator is available for further discussion and to support any parents who may have concerns about their child. If they would like to arrange a meeting with the Special Educational Needs Co-ordinator, Miss Hargreaves, they are advised to contact the school on 0113 2660728 to arrange a meeting.

Parents/carers are encouraged to have an open dialogue with class teachers and share relevant information that they feel will be important to their child's well being. We believe in parent partnership and encourage parents to be involved in completing homework tasks and using classroom learning strategies within the home. Information regarding learning strategies is available on request.

Whenever possible, school will try to offer parent training or events that they can attend to aid the development of their child.

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

At Immaculate Heart of Mary School we strongly believe in the development of the whole child. Our school ethos states that the purpose of our school is to educate each child to develop and achieve their potential within a caring, Catholic community, governed by Gospel values. We pride ourselves on having a strong pastoral team that is made up of our senior leadership managers, RE co-ordinator, Child Protection officers, Special Educational Needs Co-ordinator and our Catholic Care social worker.

In 2015 Ofsted commented that the 'relationships between adults and pupils are very strong, promoting positive attitudes to learning. This is a happy school with a harmonious and caring family atmosphere'.

We have a close working partnership with Catholic Care who ensure that the children are given support and an emotional outlet. Our whole school work, for example in SEAL, PSHE, Playground Buddies, and circle-time all provides opportunities to support the children in our school. Our cluster services also give us the benefit of being able to access many other professionals should they be required.

When thought necessary, school will complete an Early Help Plan for a child or family. This is a way of working out what extra support your child may need. It involves meeting with practitioners to make sure you only have to share your information and concerns once and that help is provided as quickly and effectively as possible. With your agreement, practitioners have a conversation with you to identify your child's needs and strengths. All of our staff within school are trained in Child Protection procedures and we also have designated senior persons (four members of senior staff) who are specially trained to ensure the Safeguarding of all children.

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

As a school we pride ourselves on ensuring that parents feel confident and comfortable in being able to approach us with a problem. If this happens a meeting will be called and relevant staff within the school will attend. Once the needs of this child have been determined then a referral will be made to the appropriate professionals if necessary, this could include targeted services within our cluster such as Counselling or Family Support. Alternatively if there is a specific educational need then we will refer to the Complex Needs Team, Speech and Language therapists or Educational Psychologists. Early identification and intervention is very important and as such our Foundation Stage staff work very closely with the Special Educational Needs Co-ordinator in highlighting any children where there may be concern, if felt appropriate then the Early Years Support team will also become involved. We also work closely with the Catholic Care team to help any children who are having emotional or mental health difficulties.

What training are the staff supporting children with SEN having/had?

Our SENCO has completed the national award in Special Educational and is experienced in a variety of needs that may present within the classroom.

Due to the employment of our own Speech and Language Therapist many staff have received training in the development of language skills and the delivery of individual programmes of study.

Staff have attended training in the following areas:

Dyslexia, Intervention, Behaviour Management, Makaton, Supporting Children's Speech, Numicon, Phonics, Growth Mindset, Supporting Children with Literacy Difficulties.

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

At Immaculate Heart of Mary School we aim to ensure that all children with Special Educational Needs are able to attend the same school trips and activities accessed by their peers.

Parents/carers are invited to be involved in the planning of activities and trips to ensure that safety is paramount. Most children with complex needs will also receive higher needs top up funding and this will be used where possible to have a member of staff 1:1 on trips and certain activities with the child.

How accessible is the school environment and what are the facilities?

An appropriate and accessible learning environment is provided within the school building and is adapted where possible with additional funding if necessary.

Children who need additional specific equipment and facilities will have their needs met to the best of school's ability and through an application for additional funding.

We also have a hygiene suite in school with a disabled toilet and a shower.

How will the school prepare and support my child when transferring to a new school or on to the next phase of their education?

Transition arrangements within school are very rigorous. The involvement of parents in this process is very important as you are the best source of information for helping us to know your child's needs. Parents are invited to a 'new parents evening' and the children also spend an afternoon in the Foundation Stage setting. Prior to starting school the family are invited to take part in a home visit where Foundation Stage staff visit them and their child in their home setting. If additional needs have already been identified before the child starts school then meetings with the Special educational needs Co-ordinator may be arranged.

Within school we have 'Meet the new teacher days' at the end of the year so children can familiarise themselves with new staff. For children with SEN we also build in additional time within the final half term of school so that a bond can be built between pupil and teacher.

When children are moving on to go to high school or moving to a new school we arrange meetings with Special Educational Needs Co-ordinators to ensure that new schools are made fully aware of the additional needs of the child. The children will also have the opportunity to visit their new high school to ensure a smooth transition.

How are the school resources allocated and matched to a child's SEN?

In collaboration with parents, school will decide how to use additional funds to put appropriate support in place to meet the specific needs of a child. This could be in the form of specialist resources, equipment or training and does not always mean that a teaching assistant will be assigned to a child.

How is the decision made about what type and how much support my child will receive?

The Special Educational Needs Co-ordinator and parents, alongside other professionals will work together to identify the best package of support for the individual child. This will obviously vary from child to child and this will then be discussed with the Senior Leadership team and implemented accordingly.

Will my child have one-to-one support in the classroom?

For a very small minority of children one-to-one provision may be appropriate for specific activities. What is important is that your child has an effective personal programme of teaching and learning. This might involve the provision of different learning materials or special equipment or the training and development of staff to ensure the needs of your child are met.

How are parents involved in the school and how can I be involved?

Parents are invited to join our Governing Body as a Parent Governor to act as a link between school and parents. Curriculum newsletters are available on the school website and sent out half termly to keep parents informed of the curriculum and topics that will be covered in each class and to encourage them to contribute with additional work at home. As a school we also hold information sessions about the curriculum and have class assemblies and various performances which parents are invited to attend. As a Catholic School we celebrate feast days as well as Christmas and Easter by attending Immaculate Heart of Mary Catholic Church and invite all our parents to join us on these occasions.

Our Parents Association is another way parents can get involved. They organise regular events for the children and families in our school.

Parents are welcome to support the children's learning in school by sharing their expertise or joining us as reading helpers. Any parents who help in school are asked to complete a DBS check.

What happens if my child has really complex needs?

For a few children with complex needs, an Education Health Care Plan (EHCP) may be issued by the Local Authority. In this instance it is likely that your child will receive a significant level of additional support in order to meet their needs. How will my child be included in activities outside the classroom? In consultation with parents the school ensures that out of school activities and visits are accessible to children with additional needs.

How will school help my child to transfer to the next phase of education?

Transition arrangements are very carefully considered working with their new class teacher or new school staff. The involvement of the child and parents in these arrangements are firmly established in the excellent practice of our school. Provision is planned to ensure that children make all moves as smoothly, confidently and happily as possible. This includes transfer from the Nursery or to other school settings as well as transfer to High School.

Who would be the first point of contact if,

- a) I am considering applying for a school place? Contact the office and speak to Mrs Hughes.
- b) I wish to discuss something about my child? Arrange an appointment with your child's class teacher.
- c) I want information about other support services? Ask to meet with our Special Educational Needs Co-ordinator, Miss Hargreaves.
- d) I want information about the local authority's local offer? As to speak to our Special Educational Needs Co-ordinator, Miss Hargreaves.