

# SEN School's Offer



Last Updated: September 2018

SENCO: M. Ferguson

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## What we offer:

We believe that every child is unique and special and that we have a duty to ensure they grow in faith, in love and in their learning. The new Code of Practice reflects our educational philosophy that we are educators of the whole child. Our Heart-Smart philosophy drives our school mission to ensure we provide opportunities to provide our children with the tools to build, develop and monitor a healthy, emotional, social, moral, cultural and spiritual intelligence so that they can strive to achieve their full potential.

The four areas outlined in the Code of Practice identify areas of nurturing that children need - Cognition and Learning; Communication and Language; Physical and Social, emotional and behavioural development. See below for further details.

In addition to these four, we believe that spiritual growth is of equal importance and whilst this isn't directly reflected in the new Code, our school is confident that this area of nurture is addressed through the everyday ethos that drives our school. By committing fully to addressing the four areas in the Code of Practice, we are continually striving to ensure that every opportunity is given to allow each child to be the best they can.

## So HOW do we identify when a child needs further support than the high quality teaching received in the classroom?

High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. Some children and young people need something **additional to or different**

from what is provided for the majority of children; this is *special educational provision*. We, the family of St Bernadette's, endeavour to ensure that effective provision is made for all those who need it.

Every child at St Bernadette's is on a learning journey. This journey can follow one of four routes (WAVE 1, 2, 3 or 4), or a child can change routes over the course of their time at St Bernadette's. A child can follow one route for one particular area listed below, and yet follow a different route for the other three areas. It is also possible that a child can change route then go back to a previous route taken. All intervention given on each route is intended to identify an area that your child needs additional support. Our aim is to identify which route is best for your child at any particular time so that they are supported in the best way possible.

Discussions and observations of each child take place on a daily basis then, on a more formal basis, once a term, every child is reviewed. The review takes place at the end of each term after any formal assessments have taken place. During this review between Subject leaders and the SENDCO, progress towards national curriculum expectations are highlighted and discussed and any emotions, social and behavioural; physical and communication needs are identified. Following professional discussions, appropriate interventions are identified and planned for the following term. This close monitoring of each child ensures that every aspect of development is closely monitored to ensure each step of the child's learning journey sees success that can then be celebrated.

### Area of need 1: Cognition & Learning

At St. Bernadette's, as part of our commitment to ensuring all children achieve and quality first teaching is not compromised, we have clear entry and exit data criteria for any child accessing interventions with regard to Cognition and Learning as an area of need. This is based on age expectations and rate of progress. In addition to this, we have devised a 'learning behaviour' assessment which is filled in by teacher / parents (depending who raised the area of need). This creates a learning needs profile which allows us to provide specific intervention if needed.

### Area of need 2, 3 & 4: Communication & Language, Behavioural & Emotional or Sensory & Physical

A child who requires further support with Communication & Language; Behavioural & Emotional or Sensory & Physical is supported through a Nurture Room which we call our 'Butterfly Room' supported by Mrs Lisa Speakman and a supporting member of staff. They are available to speak to any parent with issues in these areas and aim to support not just the child, but the family too. Just call into the office to arrange an appointment. We are very proud to be a 'Heart Smart' school having received training; adopted and adapted the Heart Smart programme to further enhance our spiritual development. Following the 5 strands on supporting children's emotional intelligence, our behaviour policy and nurture room programme ensures all children have time to reflect on how to be Heart Smart which ultimately means trying to be altruistic. Our Pastoral Team meet daily with children to support emotionally prior to the learning day to ensure the children are ready to learn. Planned interventions are timetabled based on need to ensure

every child is given every opportunity to succeed and feel loved; our 'Butterfly Room' is always open for support; Whole school assemblies are led by the team; weekly class sessions are organised focusing specifically on being Heart-Smart (letting love in; too much selfie isn't healthy; fake is a mistake; don't rub it in, rub it out and No way through just isn't true).

Any child who is causing a concern raised by any adult in school, or their parents, will be observed and area of need identified. At this stage, the parents / carers will be informed so that their perspective and vital knowledge can be shared to build the complete picture of the child. A process is then put in place to identify level of support needed which involves parents, class teacher and any other adults who have supported / will support the child.

Please contact the school office for a copy of the SEN policy which holds all the criteria information in detail.



	<p>Head teacher, Mr Hanley</p> <p>SEN Governor, Mrs Quinn</p>	<p>deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <ul style="list-style-type: none"> <li>• Ensuring that the school's SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN. They are responsible for delivering Quality First Teaching.</li> </ul> <p><b>He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEN.</li> <li>• He will delegate areas of responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</li> <li>• He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.</li> </ul> <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN through liaison with school staff.</li> </ul>
<p><b>How will St Bernadette's support my child in joining the school?</b></p>	<p>Class teacher &amp; SENCO</p>	<ul style="list-style-type: none"> <li>• The class teacher and SENCO will contact any early years settings; or other schools your child has attended to gather information about their needs.</li> <li>• We will liaise with any outside agencies that are involved with your child.</li> <li>• Where necessary we may develop a transition plan in partnership with you, your child, the old setting and specialist staff supporting your child to ensure they enjoy a smooth transition.</li> </ul>

## HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the BST Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the Wave (the identification stage that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
<b>What are the different types of support available for children with SEN in this</b>	<b>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</b>	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using</li> </ul>	All children in school should be getting this as a part of outstanding classroom practice when

<p><b>school?</b></p>		<p>more kinaesthetic learning and personalised teaching and learning approaches.</p> <ul style="list-style-type: none"> <li>• Putting in place specific strategies (which may be suggested by the Subject Co-ordinators, SENCO, Nurture Manager or outside staff) to support your child to learn.</li> </ul>	<p>needed.</p>
	<p><b>Specific group work with in a smaller group of children. This group may be</b></p> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or outside.</b></li> <li>• <b>Run by a teacher who has had training to run these groups.</b></li> </ul>	<p><b>WAVE 2 Monitor</b></p> <p>(A child who has an IIF (Initial Identification Form which is a learning behaviour assessment) and has scored above 20 in one or more area. This is only an indicator and is only a part of the picture - discussions with teacher and parents play a major part in identifying need)</p> <ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and /or has an area of need in communication, physical, social, emotional or behavioural and needs some extra support to help them make the best possible progress.</li> <li>• At this stage, your child will be given a 'Pupil Passport' which outlines targets, intervention plans and any assessment data. This form will be shared with parents and the child so that all views are shared and acted upon. The 'Pupil Passport' will be updated and shared termly whilst your child is identified as WAVE 2.</li> <li>• A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting or the groups may be led by the class teachers.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will be identified as <b>WAVE 2</b> which means they have been identified by the class teacher as needing some extra support in school in order to achieve Age Related Expectation.</p>

	<p><b>Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</b></p> <p><b>AND/OR Individual support</b> for your child of less than 20 hours in school</p> <p><i>Stage of SEN Code of Practice:</i> <b><i>This we call WAVE 3,</i></b> which means they have been identified by the class teacher/SENCO as possibly needing extra specialist support in school and / or from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• ASD Outreach</li> </ul>	<p><b>WAVE 3</b> SEN Support</p> <ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher/SENCO (or you will have raised your concerns) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups to close gaps.</li> <li>• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. At this meeting your child will be given a 'Travel Log,' a one-page portrait looking at learning and experiences through your child's eyes and a 'Pupil Passport' which will record any agreed provision and progress on. This will be shared with parents termly (or at any other time on request.) The child's 'Travel Log' will be updated with each intervention they receive focusing on intended outcomes to ensure the intervention is meeting the needs of your child and helping them to progress.</li> <li>• You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set better targets which will include their</li> </ul> </li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>
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	<p>Team or Sensory Service ( for students with a hearing or visual need)</p> <ul style="list-style-type: none"> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist.</li> </ul>	<p>specific expertise for teachers to implement</p> <ul style="list-style-type: none"> <li>○ A group run by school staff under the guidance of the outside professional e.g Nurture Group, a social skills group or sensory circuit</li> <li>○ A group or individual work with outside professional</li> <li>• The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
	<p><b>Specified Individual support</b> for your child of more than 20 hours in school.</p> <p><i>This is usually provided via an Education, Health and Care Plan (EHCP). This</i></p>	<p><b>WAVE 4</b> (a child will have an Educational Healthcare Plan)</p> <ul style="list-style-type: none"> <li>• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Wigan Local Offer. See link : <a href="https://www.wigan.gov.uk/Business/Professionals/SEND/Education-health-and-care-plans.aspx">https://www.wigan.gov.uk/Business/Professionals/SEND/Education-health-and-care-plans.aspx</a></li> <li>• After the school have sent in the request to the Local Authority (with a lot of information about your child, taking into account the views of parents, child and all professionals</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> <li>• Need more than 20 hours of support in</li> </ul>

	<p>means your child will have been identified by the class teacher/SENCO as needing a <b>particularly high level of individual or small group teaching (more than 20 hours a week)</b>, which cannot be provided from the budget available to the school.</p> <p>Sometimes your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> </ul>	<p>involved), the authority will decide whether they think your child's needs (as described in the paperwork provided), meet the criteria to issue an Educational Healthcare Plan. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at WAVE 3.</p> <ul style="list-style-type: none"> <li>• After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health Plan. If this is not the case, they will ask the school to continue with the support at WAVE 3 and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul>	<p>school</p>
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	<ul style="list-style-type: none"> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>		
<p><b>How can I let the school know I am concerned about my child's progress in school?</b></p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's Class Teacher initially.</li> <li>• The concerns may need referring to the Subject Leader / SENCO / Nurture Manager if your child is still not making progress.</li> <li>• If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEN Governor.</li> </ul>		
<p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p>	<p><b>If the area of need is Cognition and Learning:</b></p> <ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the Subject Leader.</li> <li>• Attainment and Achievement Meetings are held on a termly basis. In addition to this, the Subject Leader and / or SENCO is available at all other times to discuss a concern raised by the teacher.</li> <li>• At St Bernadette's Catholic School, there are regular reviews and then subsequently meetings between the class teacher and the SENCO and Leader's of the Core Curriculum Areas to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they should be.</li> <li>• If your child is then identified as not making progress or has other concerns, the Class Teacher will carry out an IIF (Initial Intervention Form - a learning behaviours assessment) and set up a meeting to discuss this with you in more detail.</li> </ul>		

	<ul style="list-style-type: none"> <li>○ To listen to any concerns you may have</li> <li>○ To plan, with you, any additional support your child may receive</li> <li>○ To discuss with you any referrals to outside professionals to support your child's learning</li> </ul> <p><b>If the area of need is Communication &amp; Language; Behavioural &amp; Emotional or Sensory &amp; Physical:</b></p> <ul style="list-style-type: none"> <li>● The class teacher can raise a concern at any point in the school year by filling in an IIF (initial Intervention Form.) This identifies areas and degrees of need through a scoring system. This takes into account different factors that are impacting on the young person and is completed by the class teacher with the involvement of the SENCO and any other adult who has supported the child. <b>If</b> an area of need is identified as requiring further support, parents / carers will be invited into school to share their views so that a picture of the whole child can be built up. If appropriate, a Pupil Passport will be created which encourages parents and the child to share their views. Together we would identify planned actions to ensure the child's needs are met. At this stage, your child would be identified as <b>WAVE 2</b> which allows school to monitor and tailor intervention to their specific needs.</li> </ul>
<p><b>How is extra support allocated to children and how do they move between the different levels of support?</b></p>	<ul style="list-style-type: none"> <li>● The school budget, received from Wigan LA, includes money for supporting children with SEN.</li> <li>● The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.</li> <li>● The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected.</li> </ul> and decide what resources/training and support is needed. Parents and the child themselves play a key role in the assessment and review process when considering progress to targets and next steps. This is facilitated by termly meetings for WAVE 3 children. Please see attached flow chart for model of expected steps within the cycle. </li> <li>● All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>

	<ul style="list-style-type: none"> <li>Where necessary and with agreements between school and parents, the curriculum and learning environment may be amended to suit the learning needs of a child. This may take the form of additional tailored support within school; withdrawal for intervention to name a few examples. This is a flexible approach discussed together to ensure that your child's learning opportunities are maximised.</li> </ul>
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<p><b>Who are the other people providing services to children with an SEN in this school?</b></p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>Teaching Assistants</li> <li>Higher Level TAs</li> <li>School Nurture Manager</li> </ul>
	<p>B. Part Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>Educational Psychology Service</li> <li>Sensory Service for children with visual or hearing needs</li> <li>Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>The school pays into a 'BuyBack' service offered by Wigan LA which allows us to access these professionals for advice and support be it training or carrying our assessments on school's behalf.</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>School Nurse</li> <li>Occupational Therapy</li> </ul>
<p><b>How are the teachers in school supported to work with children with an SEN and what</b></p>	<p>As part of the Teaching Standards, teachers are responsible and accountable for the progress of all children regardless of need. The SENCO's job is to support the teachers in signposting areas of support for planning for children with SEN.</p> <ul style="list-style-type: none"> <li>The school has a training plan for all staff to improve the teaching and learning of children</li> </ul>	

<p><b>training do they have?</b></p>	<p>including those with SEN. This includes whole school information &amp; training on SEN issues such as ASD, dyslexia etc.</p> <ul style="list-style-type: none"> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service</li> <li>• Our SEN policy outlines the numerous qualifications held by members of staff to support the children of St Bernadette's.</li> </ul>
<p><b>How will the teaching be adapted for my child with learning needs (SEN)?</b></p>	<ul style="list-style-type: none"> <li>• Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. As part of our <i>Graduated Approach</i>, focused groups are identified to support and challenge all children to achieve. These can be individual sessions or often in small groups.</li> <li>• Support staff will help scaffold your child's learning in the classroom.</li> <li>• Specific resources and strategies will be used to support your child individually and/or in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</li> </ul>
<p><b>How will we measure the progress of your child in school?</b></p>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by their teacher, Leaders of Curriculum Areas, SENCO, Head teacher and Governors.</li> <li>• Your child's progress is reviewed formally every term and a National Curriculum assessment is given against stages of National Curriculum age-related expectation.</li> <li>• If your child is below National Curriculum age expectation, your child will be assessed using another scale that assess attainment up to National Curriculum. The levels are called 'P levels'.</li> <li>• At the end of Key Stage 2 the school is required to report English, Maths and Science National Curriculum scale score for your child. This is something the government requires all schools to do and the results are published nationally.</li> <li>• The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• At WAVE 2 the Subject Leaders also check that your child is making good progress within any</li> </ul>

	<p>individual work and in any group that they take part in.</p> <ul style="list-style-type: none"> <li>• For a child on <b>WAVE 3 / 4</b>, the class teacher monitors provision and progress providing the SENDCO with updates / concerns that may need acting on.</li> </ul>
<p><b>What support do we have for you as a parent of child <u>with an SEN (WAVE 3/4)?</u></b></p>	<ul style="list-style-type: none"> <li>• First and foremost, we would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</li> <li>• The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have and where needed, signpost to, and facilitate external support.</li> <li>• All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The class teacher (and SENCO, if needed) will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• Homework will be adjusted as needed to your child's individual needs.</li> </ul>
<p><b>How have we made St Bernadette's School accessible to children with SEN? (including after school clubs etc.)</b></p>	<ul style="list-style-type: none"> <li>• Our Graduated Approach Learning Journey is embedded across our school. This allows for early identification and necessary support to be put in place as and when needed.</li> <li>• Our rigorous monitoring procedures across the four areas of the Code Of Practice ensures support is in place for any child who needs it.</li> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• Key words and literacy resources are used across the school to support learning.</li> </ul>
<p><b>How will we support your child when they are leaving this</b></p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>○ We will contact the school SENCO and ensure he/she knows about any special arrangements</li> </ul> </li> </ul>

<p>school? OR moving to another Year?</p>	<p>or support that need to be made for your child.</p> <ul style="list-style-type: none"> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> <li>• When moving years in school: <ul style="list-style-type: none"> <li>○ Information about your child will be shared with their new teachers</li> <li>○ If your child would be helped by a personalised plan for moving to another year, we will put this in place.</li> <li>○ Travel Logs are shared and move up with each child.</li> </ul> </li> <li>• In Year 6 <ul style="list-style-type: none"> <li>○ If your child has an EHCP we will meet with the secondary school and the local authority to create a plan for their High School</li> <li>○ If your child does not have a statement or EHCP, the plan will be created with Y6 teacher, SENCO and SEN staff at the secondary school.</li> <li>○ If necessary, the SENCO will arrange visits to new schools for your child.</li> </ul> </li> </ul>
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We pride our-selves on being an inclusive school. We base our mission statement and all actions and decision making on the Gospel premise 'I have come that they may have life, and live it to the full' John 10:10. With this in mind, we strive to ensure every child succeeds at St Bernadette's and see it as our privilege to be trusted with your child ensuring they are happy and making the best progress across all aspects of their development that they can.

**Mrs M. Ferguson** is the school **SENCO** and can be contacted on **01257401125** if further information is required. For arrangements for handling complaints with the SEN provision made at school please contact the school office who will inform you about our complaints procedures.

