

Special Educational Needs and Disability (SEND)

Established: September 2014

Reviewed annually

Last reviewed: October 2016

At St. Anne's work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches his or her full potential.

Many children will have additional needs at some point during their time school that may be related to health, emotion, behaviour or learning. We aim to identify and address these needs through our school's inclusive practice.

Not all children will need extra support with their learning but the progress of all children at St. Anne's is monitored closely to ensure support is provided where necessary. Support can be given for a variety of reasons.

We recognise that you know your child best and you may feel that they need additional help or support for some or all of their time at our school, therefore good communication between home and school is vital. If you have concerns please

This page is to inform you of the types of support available to your child at St. Anne's. It will help you understand who can help and how this support can be accessed.

SEN Team

Your child's teacher who will always make sure that learning is differentiated appropriately and that tasks set are accessible for your child. Your child's teacher is available at the end of each day or a meeting can be scheduled either directly or via the school office. Please talk to your child's teacher if you have any concerns regarding your child in school.

Here at St. Anne's we have an experienced team of staff who work together and may be involved in supporting your child in school. These include:

SENCo: Miss Lorna Kidd

Our School SENCo, Miss Lorna Kidd is an experienced teacher and is currently studying for the National Award for Special Educational Needs Co-ordination at Chester University. She is responsible for co-ordinating SEND provision across the school, from Nursery to Year 6. Miss Kidd currently works in school on Wednesdays and Fridays and can be contacted via the school office on (0151) 477-8260

Learning Mentor: Mrs Maureen Revell

Mrs Revell is an experienced Learning Mentor who works with and supports children and families throughout the school. She provides support and guidance to children and young people to help them overcome social, emotional and behavioural problems that act as barriers to learning.

SEND Governor: Mrs Paula Keegan

Our Designated School Governor, Mrs Paula Keegan works with the SENCo in leading SEND across the school.

Specialist Support Teacher: Mrs Virginia Johnson

Mrs Johnson is a Specialist SpLD teacher who supports the SEND team every Friday morning. She helps to assess children and identify any specific areas of difficulty that are impeding a child's ability to learn and make progress.

Class Teachers

Class Teachers are responsible for providing high quality provision (Quality First Teaching) for all pupils. They plan for extra support and provision with the SENCo for those pupils who require it. They write and evaluate One Plans and ensure that families and pupils are fully involved in the process. They ensure that the school's SEND Policy is followed in their classroom and for all pupils they teach with SEND.

Teaching Assistants

Teaching assistants support all pupils in class. Here at St. Anne's we have several Teaching Assistants who help support groups and individual children with their learning.

SUPPORT FOR YOUR CHILD AT ST. ANNE'S PRIMARY SCHOOL

TEACHING AND LEARNING

Children learn and develop in different ways. Teachers know and understand this and use different teaching styles to plan work at different levels in order to meet the needs of all pupils in their class. This is called "Quality First Teaching." All pupils at St. Anne's receive "Quality First Teaching" from their class teacher. Our aim is to provide the highest quality learning environment for your child and for them to achieve their full potential. All our classes, when necessary, are supported by Teaching Assistants and pupils are offered additional support or catch up intervention / support programmes where needed.

At St. Anne's the progress and attainment of all pupils is reviewed on a termly basis by the School Leadership Team. These termly pupil progress meetings can help identify children who may need additional support.

Parents and Carers are informed about their child's academic progress and targets through the twice-yearly Parent's Progress Meetings, termly Assertive Mentoring leaflets and the annual end of year school report. In addition, Parents and Carers of children who have an Education Health and Care Plan or a One Plan are invited into School termly their child's review meeting.

The SENCo ensures that all staff follow the SEND Code of Practice, to support the needs of every pupil. This may be provided through carefully differentiated work, an adult giving extra support through small groups or using specialist services from outside the school. By carefully addressing individual needs, we aim to ensure that all children at St Anne's will be given every opportunity to achieve their true potential.

ADDITIONAL SUPPORT FOR SPECIAL EDUCATIONAL NEEDS

If a child continues to have difficulty after intervention or has a high level of difficulty when they join Our School, they may be considered to have special educational needs/disability (SEND) and are placed on the SEND register. This decision is made in partnership with Parents and Carers.

We have devised and follow a systematic identification process that can be downloaded below.

All documents required for parents / carers to highlight concerns and support the SEN identification process can be found in the SEND Documents section below.

At St. Anne's Primary we provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments.

Our School and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in School. This means they may have difficulty with:

- some or all of the work in School
- reading, writing and mathematics
- understanding and processing information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour or emotions
- making friends or relating to adults

At St. Anne's Primary School teaching and learning opportunities are adapted and continually evaluated (with support of external agencies when required) to ensure the needs of all our learners are met. Parents and Carers should not feel unduly anxious about such additional support as it allows children to receive the specific help they need to make the next steps in their learning journey.

To ensure that staff are aware of specific children's needs pupils on the SEN Register (the official register of children with Special Educational Needs in school) have a One Folder. The One Folder is designed to ensure that staff have the correct information and pupils can monitor their own progress. This means that appropriate strategies are used to ensure that teaching has the maximum impact and pupils feel valued and their needs are understood.

SEND STAGES & TERMINOLOGY

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. Our School SEN Policy reflects the new SEND Code of Practice. Parents and Carers will be consulted at all stages of our graduated approach and the class teacher will inform you of the additional work they, or other adults in School, do with your child.

The process is as follows:

Quality First Teaching

All pupils in School receive quality first teaching, which is also known as Wave 1.

Wave 1 is the effective inclusion of all pupils in high quality every day personalised teaching. Such teaching will, for example, be based on clear appropriate objectives that are shared with the children and returned to at the end of the lesson. Teachers use a lively, interactive range of teaching styles and make maximum use of visual and kinaesthetic teaching techniques as well as auditory/verbal learning to meet the sensory needs of pupils.

Class Action

If a pupil has needs that are related to more specific areas of their education, such as spelling, handwriting, motor skills, communication, numeracy and literacy skills, then they may be considered for a Wave 2 intervention. A Wave 2 intervention is a targeted catch up provision for children to put them back on course. This will be led by a teacher or a teaching assistant and is done in focus groups in the classroom. Interventions at Wave 2 will be planned and reviewed by the class teacher half-termly to ascertain the effectiveness of the provision and to inform future planning. At St. Anne's we refer to this as 'Class Action'.

SEN (Special Educational Needs) Support

If a child continues to have difficulty after a Wave 2 intervention or has a high level of difficulty when they arrive at School, they may require support from an outside agency such as an Educational Psychologist or a Speech and Language Therapist. After assessments are completed by the SEN Team or an external agency such as Speech and Language Therapy, a programme of support called a One Plan is created and shared with Parents and Carers. School may seek professional advice from a range of agencies including:

- Speech and language therapists
- Visual/hearing impairment teachers
- Health professionals
- Educational psychologists
- Occupational Therapists
- Physiotherapists
- School Nurse

The interventions are a deeper intervention, offering more personalised solutions. They may be on a one to one basis or delivered in a small group. At St. Anne's this stage is referred to as 'SEN Support'. Blank One Plans for Key Stages One and Two along with an Early Years Play Plan can be found below.

Education, Health and Care Plan (EHCP)

(Formerly Statement of Special Education Needs)

If your child's needs are complex or severe we may suggest that we make an application for an EHC Plan to the Local Authority. This document will describe your child's SEND and the

additional help they should receive. Education, Health and Care Plans usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment or attendance at a school with specialist-resourced support. This additional provision will be reviewed annually or sooner if required and would include Parent, teacher, SENCo and pupil.

From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education, Health and Care (EHC) assessment (unless the Parents/Carers of the young person decide to opt out of the new system). This will lead to an EHC Plan instead of a Statement of SEND. For children and young people who already have a Statement of SEND, the transfer of Statements into EHC Plans will be a gradual process and this is the responsibility of the Local Authority.

For further information please refer to 'The SEN Identification Process' document.

The Application and support documents for EHCPs can be found below.

Early Help

As part of our support for all children here at St. Anne's Catholic Primary School, we have regular opportunities to consult support services and health agencies through a multi-agency approach that sometimes includes completing the Early Help Assessment Tool (EHAT) to support the family as well as the identified pupil. School and the family will meet and discuss and plan together the best use of advice and support from other agencies, with a view to achieving the best outcome for the child and family.

Professionals who might attend an Early Help meeting include:

- The School Nurse who works closely with school and can advise and assess any medical needs. If a Care Plan were required this would be done in conjunction with the Parent and School nurse and would be reviewed annually.
- A Speech and Language therapist who works with children in School and can offer advice as to whether your child would benefit from this support or assessment.
- An Educational Psychologist may give advice or complete an assessment for a child.
- Outreach support from specialist schools.

To find services to help your child please use the link below to access Knowsley's Local Offer, in addition to this if you would like advice from professionals outside school you may find the following telephone numbers and websites useful:

- Knowsley Parent Partnership
0151 443 3283

- Knowsley Sensory Impairment Team
0151 443 5145

- Knowsley SEN Team
0151 443 5145

- Knowsley Information Service for Families www.knowsleyinfo.co.uk
0151 443 3247

- Knowsley Integrated Services: Paediatric Therapies

(Occupational Therapy, Physiotherapy, Speech and Language Therapy)
www.5boroughspartnership.nhs.uk/paediatrictherapies
0151 244 4389 / 4388 / 4387

- Huyton Children's Centres huytonchildrenscentres.co.uk
0151 443 530 - Hilltop Children's Centre
0151 443 5226 – Jubilee Children's Centre
0151 477 8600 – New Horizon's Children's Centre
0151 443 2540 – Stockbridge Village Children's Centre
- ADHD Foundation www.adhdfoundation.org.uk
0151 237 2661
- Autism Initiatives www.autisminitiatives.org
0151 330 9500
- The British Dyslexia Association www.bdadyslexia.org.uk
0845 251 9002
- Downs Syndrome Liverpool downsyndromeliverpool.org.uk
- The Dyspraxia Foundation www.dyspraxiafoundation.org.uk
01462 455016
- Headway: The Brain Injury Association <https://www.headway.org.uk>
0808 800 2244
- Living with ADHD www.livingwithadhd.co.uk
- Liverpool Mencap www.mencapliverpool.org.uk
0151 707 8582
- National Autistic Society www.autism.org.uk
- National Blind Children's Society www.blindchildrenuk.org
0800 781 1444
- National Deaf Children's Society www.ndcs.org.uk
0808 800 8880
- Down's Syndrome Association www.downs-syndrome.org.uk
0333 1212 300

FREQUENTLY ASKED QUESTIONS

Who should I talk to if I am worried about my child?

Your child's class teacher is always best placed to answer any questions you may have relating to any aspect of School life. They may consult other staff members involved with your child. You can also contact the School SENCo either via email (stanne@knowsley.gov.uk) or the school office if your child's class teacher has not answered your concerns.

You can also complete a Concern Form and pass it into school FAO: Class Teacher/SENCo Documents providing further information and details of support can be found below.

What types of support will be available to my child? How will teaching be adapted?

There are many types of SEND support available at St. Anne's Primary School. These range from full time 1:1 support to short 20 minute intervention / support sessions. Support for all children begins in the classroom with Quality First Teaching, where the class teacher plans differentiated activities in all lessons including a range of learning styles and outcomes. If a teacher feels that a child needs more support, they will share this information with you as a Parent/Carer and outline and deliver initial provision. If progress remains a concern, the class teacher and SENCo will follow the process outlined in the school SEND Identification Strategy.

How will I find out about my child's progress?

You can attend regular Parent's events throughout the School year and you will receive termly Assertive Mentoring Progress leaflets. In addition, you can email the class teacher or call the School Office to arrange an appointment to meet with the class teacher to discuss any concerns.

How can I support my child?

Stay in regular contact with School – we want to work in partnership with Parents and Carers. Attend all Parent meetings and support your child in following tasks and homework set by School. Encourage your child at all times and let us know of all successes outside of School. Always talk to your child's class teacher if you have any concerns or worries about your child.

We endeavour to support families as much as possible and are always approachable, as we want parents feel involved in the education of their child. This is done in a variety of ways including:

- Target setting so parents can see what their child is working on next.
- Home/school communication books for some children to inform parents about the child's day.
- Curriculum overview published on our school website and sent home termly
- Home reading logs
- Information on the school website
- Parent / Teacher Progress Meetings
- Parents' views on One Plans and EHCPs and review meetings
- Meet the Teacher Evening
- Termly SENCo Open Evenings

If you feel we can support families in any other way please let us know.

How will the school let me know if they have any concerns about my child's learning in school?

Your child's Class Teacher will usually be the first to raise a concern and will approach this by following the SEN Identification Process (see document below). As part of the Identification Process pupils may complete short assessment activities with a member of staff or for more complex work with Mrs Virginia Johnson (school Specialist Advisory Teacher for SEN).

What examples of provision are available at St. Anne's for pupils with SEND?

In our school we make provision for pupils with all types of Special Educational Needs and Disabilities.

All pupils on the register have One Plans with SMART child friendly targets.

S- Specific

M- Measurable

A- Attainable

R- Relevant

T- Time Bound

Pupils also have a One Folder where they keep the following:

- One Plan
- All About Me
- Ways to support: specific strategies/resources to support
- Details of the child's preferred learning style (visual, auditory, kinaesthetic)
- Word Walls
- Additional information necessary for individual children

We know that some pupils will have difficulties in more than one area and we always do our best to meet their needs. All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support. We have a number of staff trained in a range of specific educational difficulties who can both offer teaching to the child and advice to both teacher and parent. The children participate in a range of activities and programmes that include:

- Rainbow Reading
- Read Write Inc. extra support
- Phonics catch-up
- Precision Teaching
- 1st Class Maths
- 2nd Class Maths
- Rapid Number Recall
- Assertive Mentoring
- Physiotherapy Programmes
- Occupational Therapy Programmes
- Literacy Booster
- Numeracy Booster
- Phonics after school clubs
- Numeracy after school clubs

- After school clubs developed to support individual / group needs
- Homework Clubs
- Adaptation / inclusion of additional resources (iPads etc.)
- Speech and Language Support
- Individual support when required, including in class, during physical activity and for toileting
- Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)
- Individual reward systems
- Individual Workstations
- Personalised timetables
- Visual timetables
- Individual task schedules
- Adapted resources (scissors, cutlery, lap weights, Chew Bangles...)
- Home / School Record
- Children's University
- CogMed
- Nesy Reading and Writing
- Nesy Maths
- Jungle Memory
- In Sync...

...Should you require more information on any of the above please contact Miss Kidd (SENCo) at school. We constantly review and develop our additional provision to ensure that the needs of pupils are being met in the most effective way we can possibly provide.

Sometimes a child's needs are more complicated and require specialist support. At St. Anne's, we work in partnership with outside agencies including:

- SENSIS (Special Educational Needs Inclusion Support Service)
- SaLT (Speech and Language Therapy)
- CAMHS (Child & Adolescent Mental Health Services)
- Health and Social Service
- Educational Psychology (Mark Allerton, Naomi Summers, Maeve Ryan)
- Occupational Therapy
- Physiotherapy
- Parent Partnership (Pam Parr)
- Sensory Impairment Service
- ASC Advisory Teachers (Jane Bannington & Sarah Cobbe)
- Inclusion Support Workers (Pat Tallant)
- School Nurse (Karen Moss)
- Paediatricians

The SENCo liaises with each agency to review the programmes in place for individual pupils, in order that specialist advice may be incorporated into One Plans.

What support is available for improving the social, emotional and mental health of pupils with special educational needs?

- Social Stories
- Target Cards

- Assertive Mentoring
- Nurture Groups
- Relaxation Groups
- After school clubs developed to support individual / group needs
- Homework Clubs
- Peer Mentoring
- Play Buddies and Learning to Play Groups
- Social Skills Sessions
- Quiet Area
- Individual support when required, including in class, during physical activity and for toileting
- Children's University
- Emotional Literacy
- Cognitive Behavioural Therapy (CBT)
- Circle of Friends
- A referral to CAHMS who work with children with anxiety, depression, post-traumatic stress disorder, eating disorder, OCD.

How do we know that the provision is effective?

Every child's attainment and progress is monitored throughout the school and termly and on-going assessments inform this data. Teachers meet with the Senior Leadership Team termly to discuss each child.

In addition to this children on the SEN Register (SEN Support and EHCP) are regularly monitored and depending on their areas of need may be assessed on the following:

- The number of letters/letter blends the child can read
- The number of letters/letter blends the child can spell
- The number of High Frequency Words the child can read (first 300 words)
- The number of High Frequency Words the child can spell (first 300 words)
- Reading Age
- Spelling Age
- Comprehension Age
- Maths Assertive Mentoring
- AWMA (Automated Working Memory Assessment)
- Achievement of SMART targets on the One Plans.
- Developmental Journal for Children and Young People with multiple needs

Progress for SEN Pupils 2015-2016

Due to the fact that children's progress is not longer classified with levels, the way that we measure individual progress has been updated. In literacy, we track spelling age, reading age and comprehension age (refer to table below). Maths progress is measured by personalised One Plan targets linked to Assertive Mentoring; class teachers will share this information with parents / carers during One Plan review meetings.

Average Monthly Gain Progress Overview 2015-16
Spelling Age, Reading Age, Comprehension Age

Year Group	Subject	% Red: Minimal	% Orange: Satisfactory	% Green: Significant or above (inc. at ARE)
Y6	Spelling	36%	7%	57%
	Reading	-	7%	93%
	Comprehension	-	-	100%
Y5	Spelling	20%	-	80%
	Reading	-	-	100%
	Comprehension	-	-	100%
Y4	Spelling	14%	14%	72%
	Reading	-	-	100%
	Comprehension	-	-	100%
Y3	Spelling	14%	43%	43%
	Reading	-	-	100%
	Comprehension	-	14.5%	85.5%
Y2	Spelling	43%	14%	43%
	Reading	28.5%	-	71.5%
	Comprehension	57%	-	43%

How will we support your child when they are leaving school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If appropriate, when **starting at our school** we:

- Meet with the child and their parents to talk about their needs and answer any questions.
- Meet with staff at the child's previous school or setting.
- Read reports from people who have worked with the child.
- Arrange visits to our school so the child gets to see it before they start properly.
- Give any adults working with the child a one-page profile describing their needs to help support them in school.

Based on needs, when **moving to a new year group** we:

- Introduce the child to their new teacher and teaching assistant individually.
- Talk to the child so we can answer any questions they may have about the new year group.
- Familiarise the child with the new classroom prior to transition day

When **moving classes** in school:

- We timetable teacher planning meetings where information, One Plans and One Folders will be passed on to the new class teacher IN ADVANCE of transition.
- We provide afternoon sessions where all children move to their new classrooms and meet their new teachers

When moving to a **new school** we:

- Hold a person centred review with parents/carers and invite key staff from the new school.
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants.
- Talk to the child and their family so we can answer any questions they may have about the new school.

What is the school's SEN policy?

Our school SEN policy outlines our school's procedures and can be accessed from the school office and via the policies section of this website. It is due to be updated in March 2016.

What can I do if I am not happy with the provision for my child?

If you have a complaint about the school's provision for your child that cannot be resolved with the class teacher or the SENCo, please contact the Head teacher and we will do everything we can to address the situation.

If you are still not happy you can speak to the school SEND Governor, Mrs Paula Keegan. Our school and governing body take complaints seriously and will act upon these on an individual basis. For more information on the complaints procedure please contact the school office.

Parent Partnership also offer advice and support to families.

