

Blackbrook St Mary's Catholic Primary School Supporting Children with Additional Educational Needs and Disabilities SEND REPORT

*"Love of learning, love of one another,
love of life itself and love of God"*

At Blackbrook St Mary's Catholic Primary School we believe that every child is unique and a gift from God, with their own individual talents and needs. We endeavour to help and support every child to achieve the very best they can.

During their time with us they may need additional help and support to fulfil their potential. We pride ourselves on working in partnership with all our families to deliver the best outcomes for each and every child.

Basic Information about the provision for pupils with additional needs at Blackbrook St.Mary's Catholic Primary School.

Blackbrook St Mary's Catholic Primary School will endeavour to;

- Comply with current legislation and good practice
- To use their best endeavours to provide all children with a broad, balanced and inclusive curriculum according to their needs, with a strong focus on developing basic skills in literacy and numeracy
- Involve each child fully in their education and help them to recognise their own capabilities, develop as a whole person and encourage respect for themselves and others
- Ensure parents are informed of their child's additional needs and provision and that there is effective communication between home and school
- Promote effective partnership with outside agencies in supporting children
- Ensure that extra curriculum activities provide an inclusive environment for all children wherever possible.
- Use their best endeavours to provide the support and environment that the child needs to facilitate learning.
- Recognise the importance of early identification of children with additional needs

Additional Needs or a disability – what does this mean?

Blackbrook St Mary's Catholic Primary School supports all pupils with quality first learning. However for some children, their needs require more support than that provided within the normal differentiation of the class. Children can have a variety of different needs as they are all unique.

A child has a disability if they have a physical, sensory or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Disability Discrimination Act 1995

This means that your child may have difficulties with;

- some or all of their work in school
- specific difficulties with reading, writing or maths skills
- understanding information
- expressing themselves
- organising themselves and maintaining concentration
- sensory perception or physical mobility
- managing their behaviour
- making friends and relating to others

We believe in adapting our environment and practices wherever possible to help all children to access the curriculum and school life as fully as possible. We believe that early identification of additional needs leads to early intervention thus maximising support for a successful outcome for each child.

What are the different types of SEND needs catered for at St Mary's Catholic Primary School Blackbrook?

Communication and Interaction Needs

Some pupils may have speech and language difficulties. This may include;
Developmental Language Delay
Developmental Language Disorder
Phonological /Severe Pronunciation Problems
Expressive Language Difficulties
Receptive Language and Language Comprehension
Social Communication and Semantics

The school takes a graduated approach to all areas of need but particularly prides itself on early intervention for Speech Language and Communication difficulties, working with parents in early years.

Should difficulties persist then school engages with Speech and Language Therapy and the Children's Disabilities Service as well as LASCs, (Language and Social Communication Service).

Social Communication Difficulties / Autism Spectrum Disorder

Autism Spectrum Disorder is a neuro developmental disorder. Children experience a number of impairments to varying degrees of severity. They may also experience other learning difficulties.

Pupils with Autism Spectrum Disorder may have;

- difficulty with social communication
- difficulty with social interaction
- difficulty with social imagination
- inflexibility of thought and behaviour
- sensory issues

The school will address issues through group and individual support for social communication difficulties. If difficulties persist then teachers and parents will complete a Pre SHASP assessment and then refer to the newly established Neurodevelopmental Pathway. Pupils receiving a diagnosis will be supported appropriate to their level of need including enhanced funding and if necessary an Education Health and Care Plan.

Cognition and Learning

Some pupils may have mild to moderate learning difficulties were they will experience difficulties across the majority of the curriculum and their development and attainment is significantly below that of their peers. These difficulties may be linked to other more specific difficulties such as speech and language.

Some pupils may have more complex needs and need an individually tailored curriculum. The school endeavours to provide this within the mainstream setting. Other pupils may have a specific learning difficulty with one area of their learning this could be with literacy or numeracy.

The school will provide support in specific areas and should difficulties persist the referral to the Literacy Support Services or Educational Psychology Service will be pursued.

Social Emotional and Mental Health Difficulties

There is an increase in the number of children experiencing a wide range of social and emotional difficulties. This can impact on their learning with behaviours ranging from withdrawal to challenging behaviour. These can be the result of issues with mental health and well-being or specific disorders such as ADD /ADHD.

The school prides itself on the innovative approach to supporting pupils with these difficulties. The school has a full time learning mentor who is part of the SEND team, Mrs B Knapper. They also employ strategies such as Military Mentor and a trained School Counsellor.

More complex mental health and well being difficulties will be referred to CAMHS, (Child /Adolescent Mental Health Services) always working in partnership with the parents.

Physical Needs /Hearing Impairment/Visual Impairment

Pupils may have physical needs which will impact on their learning and ability to access the curriculum and the school environment. This can include difficulties with mobility, hearing impairment and visual impairment. These pupils may not have a learning difficulty.

The school provides a fully accessible environment for all pupils and when necessary will make the appropriate adjustments to support pupil needs. The school also benefits from support and advice from Children's Disability Services.

What are the schools procedures for identifying SEND.

Class teachers monitor all pupils through regular Pupil Progress Meetings and class tracking and observation. If they have concerns about the level of difficulty being experienced by a pupil they will complete a referral to the SENCO with the parent of the pupil. The parent also contributes to this referral with any issues they are experiencing.

The teacher will then put in school based support measures to address the need, for example small group interventions, one to one support. This is monitored over a term to see impact.

A review meeting is held and if further action is needed beyond the school's remit then a meeting is held with the parents, class teacher and SENCO to set further targets and actions.

Who will help me if my child has additional needs ?

Mrs Caroline Murphy SENCO
caroline.murphy@sthelens.org.uk

Mrs Bernadette Knapper

There is a designated Special Educational Needs Co-ordinator, (SENCO), Mrs C Murphy. The Special Needs Team also includes the School Liaison Officer, Mrs B Knapper.

Mrs B Knapper School's Liaison Officer

Sometimes your child may need support of a more pastoral nature through individual and group programmes to help them with their confidence, behaviour and relationships. These programmes may be delivered as part of the class, a small group or on an individual level.

The Class Teacher

All class teachers with the support of the SENCO are responsible for the delivery of appropriate work to promote effective learning and progress and to provide an inclusive environment for the children on the register within their class.

They take responsibility for the planning for, and day-to-day teaching of pupils with additional needs or disabled pupils within their classes.

In addition they direct classroom assistants in providing quality learning experiences for all pupils and in supporting the delivery of intervention programmes.

The Teaching Assistant

Teaching assistants are placed in each year group to support children in class and to deliver interventions to small groups. The school has an additional number of teaching assistants who help support groups and individual children with their learning.

We also have a school governor, Ms Alison Stafford, who is our link governor for Special Needs

If you have any concerns regarding SEND matters do not hesitate to contact us

Admission of children with Additional Needs

We aim to promote a policy of inclusion within our school and would endeavour to provide a full curriculum for any pupil who seeks a place. The school would work with the parents and Local Authority to ensure all reasonable steps are taken to accept a child and meet their needs.

We work in partnership with parents listening to their concerns and working with them to provide the most effective support both in school and at home.

The school is fully accessible and has an ongoing programme of building work to make it as 'barrier free' an environment as possible for all children.

What is the provision for children with Additional Needs?

The school will undertake to deliver the National Curriculum to all pupils within the framework of the classroom, and to enable children with additional needs to achieve their full potential.

Pupils who have been identified as having additional needs or a disability which requires further or different support are provided for in line with the Code of Practice through the following framework:-

Early concern:- children who have been identified at a very low level of need but require monitoring by the school to ensure that their progress is satisfactory. Provision will be made by the class teacher within the normal differentiation of the curriculum and through Intervention programmes set for each Year group. Parents will be made aware of the child's need and will be asked to support the class teacher in working on identified targets at home. The SENCO and Senior Leadership Team will monitor progress of these children through termly tracking and pupil progress meetings.

School SEND Support: - children at school action will receive additional help within the framework of the classroom from a teaching assistant. They will have a year group provision plan which specifies the extra support provided and their progress on intervention programmes will be monitored. Their progress will be reviewed at least once each half term at pupil progress meetings and reported to parents at parent's evenings and through annual reports. Some children with this level of need have requirements which are provided by external agencies. They will have an individual provision plan which will be reviewed at least once each term with the parents present as part of the review process.

Enhanced SEND Support:- Sometimes the additional needs of the child need a further specific support programme which may be provided through a small group or on an individual basis outside the normal differentiation for their class. This will vary according to the individual needs of the pupil. The school will apply for funding through the provision agreement panel. Progress will be reviewed termly and an annual review will take place with parents and invited professionals. All support will be reviewed annually by the Provision Review Panel.

Education Health and Care Plan (EHC):- advice will be sought from the Local Authority Inclusion Officers and the school's Educational Psychologist on how best to use the funding provided for these pupils. The school will make its best

endeavours to provide the support recommended in the child's EHC plan and to work with all other agency partners in delivering it successfully.

[How does the school track children with additional needs?](#)

It is the school's policy to monitor the progress of pupils who have additional needs or a disability regularly and thoroughly. They will be placed on the stage of action which is appropriate for their need. This is a flexible structure which allows for pupils' changing needs as they mature.

All student groups are tracked through half termly pupil progress meetings and pupils who have additional needs are included in this process.

Teachers will track pupils with SEND at the most appropriate learning objectives for their level of learning. This may mean that your child may be working at objectives from year groups below their chronological group.

Pupil Progress Meetings will monitor their progress against these objectives to ensure that they are making progress in line with their peers.

[How does the school evaluate the effectiveness of SEND support.](#)

The school follows a 'PLAN DO REVIEW' cycle to ensure the effectiveness of SEND provision. The effectiveness of SEND support is monitored throughout each term. Progress towards expected attainment is monitored at pupil progress meetings. Impact is measurable and where it is not effective adjustments are made to individual learning plans or group plans.

The SENCO also completes lesson observations and 'intervention drop ins' to evaluate impact and suggest any changes to interventions. Interventions are audited for effectiveness at the end of the term.

[What Specialist Services will be available to support my child?](#)

The school will be working closely with other services to support your child, these may include;

The Educational Psychologist – may give advice or complete assessments on a small number of children with very specific needs

The Speech and Language Therapist – may come into school to provide advice and support to staff in delivering programmes of work. They will also complete ongoing assessments of progress

The Behaviour Intervention Team – may come into school to support behaviour management and work with groups or individual children

The School Nurse – may come into school to support pupils and parents with any medical needs.

The Inclusion Officer – represents the Local Authority and gives advice and support on the best practices in providing inclusion for all pupils.

Occupational Therapy and Physiotherapy Services – focused medical services to support children with specific difficulties.

What training is put in place for staff who support children with additional needs?

All the staff receive training to support pupils with a variety of additional needs for example in supporting speech and language needs in the class room. In some cases specific training is put in place to meet a child's individual needs. This may be specific training in supporting pupils with ASD. The learning mentor also supports staff in delivering group interventions to support social and emotional difficulties.

How accessible is the school environment?

St Mary's Catholic Primary School Blackbrook operates a very inclusive environment. All school buildings and grounds are fully accessible and the school is always willing to discuss individual access requirements to support a pupil or visitor to the school.

Will my child be able to access all activities including school trips?

The school makes every effort to ensure that all school trips and activities are inclusive and adaptations will be made to include children with specific difficulties wherever possible

How will the school support my child with transition?

We understand that for pupils with additional needs change can be a very anxious time for them and their families. We have transition activities to support children as they move from year group to year group so that they can become familiar and confident with any new setting. This also includes specific planning for key transitions to secondary education. Blackbrook St Mary's works closely with parents, staff from Key Stage 3 and other agencies to support a successful move to high school for pupils with additional needs.

[Could my child be bullied due to their difficulties?](#)

St Mary's Catholic Primary School prides itself on developing a warm, caring and gospel based ethos which promotes difference and diversity in a very positive way. Children follow a mission statement and core values based on love for one another and a cohesive and family based social environment. Policies and procedures are in place to address bullying in all its forms and the school seeks to support the victim and to educate the perpetrator. Where appropriate Restorative Justice strategies are used.

Any reports of bullying are treated seriously and investigated thoroughly. All appropriate actions and reporting of such incidents are put in place. Parents are involved in all parts of the process and the resolution.

[How does the school seek the views of pupils with SEND?](#)

The school uses a variety of strategies to seek the views of pupils with SEND commensurate with their age or level of learning needs.

'Wishes and Feelings' are sought usually through the learning mentor.

Children contribute to their provision reviews both verbally and in written form.

Where appropriate children will also attend part of their review to express their views and give feedback to staff and parents. This information is then included in the documentation returned to the Local Authority.

[How can parents work in partnership with the school?](#)

Parents are a vital partner in supporting their child's education. You are encouraged to work with the staff at Blackbrook to discuss progress and identify areas in which you can support your child at home. The school provides a number of courses during the year through Family Learning to help you in supporting your child with key skills. Class teachers are always willing to work with you and provide help with home activities.

If you have any concerns about your child and feel they are experiencing difficulties in their learning or with any other aspects of school life. Do not hesitate to contact the class teacher or you are welcome to make an appointment with the SENCO, Mrs C Murphy.

Please contact the school on 01744 678161

To find out about how St Mary's Catholic Primary School supports different needs please see our website.

[Click the tab for Curriculum and then SEND to find our parent friendly information.](#)

