



ST ALOYSIUS CATHOLIC PRIMARY SCHOOL

SEN Information Report

Our mission statement

Together with Jesus we love, learn and believe.

Children and Families Act 2014

The Children and Families Act underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she has:

- ✚ A significantly **greater difficulty** in learning than the majority of others of the same age, *or*
- ✚ Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the reform programme is the requirement for Local Authorities to publish a 'local offer' of support, which is comprehensive, transparent and accessible to all. This can be found on the Knowsley (Family Services section) website: www.knowsley.gov.uk. All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We have set out our 'school offer' through a series of questions through which you can get more information.

At the end of this document you can find a Glossary of Terms that may be useful

1. How does the setting know if my child needs extra help?
 - All pupils at St. Aloysius are rigorously tracked and monitored by class teachers, support staff and members of the management team. If there are concerns about a child's progress, or if a child needs additional support then this will be identified and acted upon. This may mean small group intervention work or individual support.

- These interventions may take place daily or weekly depending on need. Teachers monitor the success of these interventions and make judgements on their effectiveness by monitoring your child's progress closely.
- If your child is new to our school then progress will be discussed with you as the child's parent/carer. We will also contact your child's previous school/nursery to gain information in relation to your child's progress in that setting.

2. How can I let the setting know that I am concerned about any area of my child's development?

- If you have concerns or think your child may have additional and/or a special need that has not already been identified by the school, then an appointment can be made to discuss this with the class teacher. The class teacher will then discuss any concerns with the Inclusion Manager (Mrs O' Callaghan) and/or the Head teacher (Miss Wrigley). Any actions will be discussed with you and implemented as appropriate.
- We can discuss your concerns and plan appropriate support or refer your child to our link meeting which takes place each term. Depending on the difficulty, either your child's class teacher or the inclusion manager will plan an education programme.
- If your child requires a referral for further assessment, we will take advice from those professionals involved when planning a programme of support. You will be invited to attend multi agency meetings with any outside agencies involved.

3. How will teaching be matched to my child's needs?

- All our class teachers use quality first teaching and differentiate teaching in order to support all the pupils in their class. This is referred to as Wave One Support. Adaptive teaching ensures our children are given every opportunity to reach their full potential. Teaching Assistants work in classes to support the needs of the children.

- We use a graduated response to ensure we meet the needs of all our children. Examples of this are the use of small intervention groups and additional Teaching Assistants within the classroom to support vulnerable pupils. We take advice from outside agencies such as the Educational Psychology and Sensory Impairment teams if and when required.
- The progress and attainment of all children is tracked and resources are allocated according to need. Our Special Educational Needs and Disability (SEN/D) budget is allocated to meet the needs of the children on the SEN/D List. This budget is allocated to ensure that children's individual needs are met in relation to specific interventions as appropriate.

4. How will I be informed of my child's progress?

- At St. Aloysius Primary School we recognise the right of all parents and carers to be made aware of their child's progress, any difficulties they might be experiencing and strategies being employed to enhance progress. We welcome the opportunity to work in partnership with parents, valuing their key role in their child's education. We promote the importance of parents' roles at Nursery home visits & Reception Induction meetings and explain ways in which they can help. Parents are invited to come into school for pupil learning conferences to discuss their child's progress. This will include behaviour, attendance and attitude alongside their learning journey.
- Parents will also be invited to a meeting to review and discuss progress against targets set for both learning and behaviour. If your child is working with an outside agency eg. Educational Psychologist, reviews would also be set to discuss observations, reports etc.
- Parents are invited to Annual Reviews of Education, Health and Care Plans (EHCP) where all agencies and the Local Authority can monitor progress and decide on the necessary support your child needs.

- There are informal opportunities daily for you to see your child's Class Teacher where any concerns of the day could be passed on.
- At St. Aloysius we have an open door policy for parents. The Inclusion Manager will endeavour to meet with parents whenever possible. If a longer meeting is needed, it will be arranged by appointment as soon as possible.

5. What support do you have for me as a parent to support my child?

- At St. Aloysius we offer a range of opportunities for parents to become involved in their child's learning. Children who attend our Nursery can have home visits prior to their entry into school. Additionally, teachers write termly reports and copies of target sheets are made available to parents.
- Our Learning Mentor (Mrs Telfer-Clarke/Mrs Hayes) is available and can offer support on many levels to all our families. Individual appointments can be made via the school office in order for parents to talk to a specific member of staff.
- Our Inclusion Manager keeps in touch with various training event/courses to support parents of children with specific difficulties (such as those with a diagnosis of Autism). She passes on the information to parents who would benefit from these events.

6. What support will there be for my child's overall wellbeing?

- Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. All Safeguarding procedures are robust.
- Children are treated respectfully and their opinions are valued. A variety of lessons and activities are planned to teach children how to keep themselves and each other safe. Children know who they can talk to if they have a worry or concern.
- Our school has an active school council and a team of wellbeing ambassadors for children to raise their worries and issues.

- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.

7. What specialist service and expertise are available at or accessed by the setting to support my child?

- The school has access to a variety of specialist support services from a wide range of agencies, including those noted previously and also the following areas of specialism: advice for children with Social, Emotional and behavioural Difficulties, children with Learning Difficulties and children with a diagnosis of Autistic Spectrum Disorder.
- The school has a service level agreement with Applied Psychologies with access to an educational psychologist.
- We have access to many specialist services including CAMHS [Child and Adolescent Mental Health Services], Speech and Language Therapy Service, Ophthalmic Specialist Service, Occupational Therapy Service, Behaviour Support and Family Support Services.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other specialist schools if deemed appropriate.

8. How accessible is the setting and how will my child be included?

- St Aloysius has wheelchair access at some entry points throughout the school including the main entrances front and back, access from the playground, nursery, school hall and all classrooms. There is one disabled toilet and full access to disabled parking.
- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. Parents/carers are always contacted before a planned activity/trip which would be away from the school site.
- Before all off site activities/trips, a risk assessment is undertaken.
- If appropriate, you may be invited to accompany your child on the activity/trip.

9. How will the setting prepare my child for transitions on to the next stage of education and life?

- You will be invited to look around the school and meet school staff. Your child will also be invited to visit and stay for a short session before starting school.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- Should it be appropriate, the school will contact any professionals that support the child to ensure that we are all working in partnership to achieve the best results for the child.
- When appropriate, a personal transition plan will be written. This will be in partnership with you, your child, the new setting/class and staff supporting your child to ensure that they enjoy as smooth a transition as possible.
- Transition from St Aloysius is carried out carefully and sensitively. We recognise that moving from primary to secondary school can be a challenge to many children. There are regular meetings between the Year 6 teachers, Inclusion Manager and Learning Mentor with the receiving schools. All information is shared with them and the support the children have received should continue. We will also share any strategies we have in place that have supported the child and encourage the secondary schools to continue these successful practices.

10. How are parents/carers/families involved in the setting?

- We welcome parents/carers into school whenever possible and meetings can be arranged when necessary.

11. Who can I contact for further information?

If you would like to talk to a member of staff please contact your child's teacher, the Inclusion Manager, the Learning Mentor or the

Headteacher. You can also access further information about our school on our school website: <http://www.staloysius.co.uk/>

Glossary of terms used in Special Educational Needs

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
CAST	Central Area Support Team
EHCP	Education, Health Care Plan (replacing Statement of Special Educational
EP	Educational Psychologist
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress
SALT	Speech and Language Therapy/Therapist
SLCN	Speech, Language and Communication Needs
SEN	Special Educational Needs
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs
SIS	Sensory Impairment Service – Visual and hearing impairment

