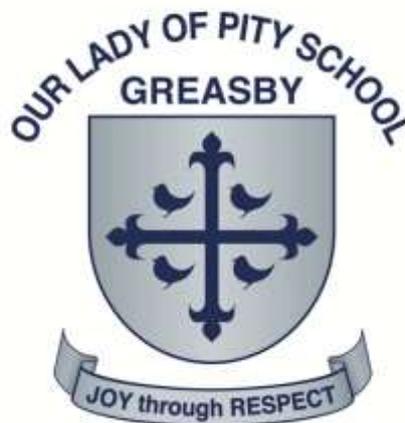


Our Lady of Pity Catholic Primary A Voluntary Academy



SEND Information Report 2020/21

School Offer

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Frequently Asked Questions

FAQ

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School Offer

At Our Lady of Pity School, we embrace the fact that **every child is different** and, therefore, **the educational needs of every child are different** - this is certainly the case for children with Special Educational Needs. Our school motto is 'Joy through Respect'. We endeavour to respect the needs of all persons in our school and any visitors to our school. We are an inclusive school and believe the needs of all children should be met through the best endeavours of all staff.

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, **this provision is designed by the relevant Our Lady of Pity School staff members working alongside the child, the child's family and, where necessary, outside agencies** (e.g. a Speech and Language Therapist, Occupational Therapist and Educational Psychologist.)

1. How does Our Lady of Pity School know if children need extra help and what should I do if I think my child may have special educational needs?

Monitoring and assessment procedures are designed to ensure that any child with additional needs is identified as early as possible. The class teacher is the first point of contact for parents who think their child has developed additional needs. Following this the class teacher may liaise with the Special Educational Needs and Disabilities Co-ordinator (SENDCO) for further advice and guidance. A meeting may be arranged with parents/carers if it is felt supplementary assessments or investigations are required.

2. How will Our Lady of Pity School staff support my child?

At Our Lady of Pity School we offer many different forms of **additional provision**. This can include additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; and access to a wide range of outside agencies. Additional provision is overseen by the school's SENDCo and is designed and implemented by an excellent team of teachers, ably supported by a group of highly skilled Teaching Assistants. As with all individual targets, the most important point is this: **additional provision depends upon the needs of the child**.

For many children, **targets** will be connected to core skills and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (e.g. problems with fine motor control) etc. The most important point is this: **targets depend upon the needs of the child**.

Multisensory programmes of study are delivered daily with an emphasis of phonics and basic skills.

The class teacher plans for all the pupils in his/her class, differentiates accordingly to suit the pupil's individual needs and is responsible for the assessment of their progress. Both the class teacher and the teaching assistants teach children as a whole class, as groups, or 1:1.

Pupil progress meetings are held each term between teachers and senior leaders to discuss the progress of pupils. The shared discussions highlight what further support or intervention may be needed to increase progress and bring the child back on track to meet their end of year targets.

A formal review is held once a year to discuss your child's progress, their current areas of special needs and any additional needs which have been identified. Additional progress meetings may be set up if the need arises. Examples of intervention groups are: emotional and social skills intervention, Social Stories, SEAL programmes, fine motor skills, co-ordination skills, memory skills, 'Jolly Phonics/Grammar', basic maths skills, speech and language programmes etc. Where necessary, Individual Education Plans outline targets and strategies planned for your child's intervention groups and copies of these are sent home. Your child's view is valued and an important part of the process.

If your child needs expert support from an outside agency such as Speech and Language Therapist, Occupational Therapy or a Paediatrician, a referral will be made, with your consent.

The Governors at Our Lady of Pity School are responsible for the overseeing of all procedures in school and are regularly in school. Eileen Rogan is the designated SEND governor.

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

All Our Lady of Pity School pupils benefit from a range of teaching and learning styles; a differentiated multi-sensory curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to IT; specific literacy, numeracy, emotional, social, coordination interventions, differentiated booster classes; and a broad range of extra-curricular activities.

We believe it is important for children to develop relationships with a number of adults across the school and ensure all staff understand a child's additional needs and/or SEN. Our curriculum is based on the National Curriculum, adapted by staff to enable all pupils to access each subject in a meaningful way. Phonics

is taught in EYFS and Key Stages 1 and 2 and is embedded across the curriculum.

Access to the curriculum is important to ensure that we get it right for children with literacy and numeracy difficulties; and the school uses a wide variety of resources to facilitate access to the curriculum, including: Numicon, Clicker 6, Nessy, Lexia, coloured overlays and Ipad apps. It may be that your child needs specialist equipment e.g. writing slopes, pencil grips, posture support cushions or Fox-Denton chairs and this is supplied.

Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many ways not only through academic achievement.

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

Typically, a child with significant additional needs and /or Special Educational Needs and/or Disabilities, will have an **IEP (Individual Education Plan)** which sets out targets that are currently being worked on and outlines what **additional** provision is being put in place for that child. The content of the IEP is negotiated, as appropriate, with the child and the child's family. Copies of your child's IEP will be sent home when they are reviewed and new targets set. Parents Evenings are held at key points in the year for teachers to discuss your child's progress. You will also receive a written report outlining progress and targets for your child.

Sometimes, children may need additional support within a specific area and this may be monitored and tracked using a Cohort Provision Map and assessment records. However, not all children with additional needs will require an IEP.

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

Your child's well-being and emotional health is as important as their academic progress. Our school mission statement embeds our school belief that the holistic needs of your child are the key to their happiness and learning development. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem.

- Individual Emotional/Behaviour plans are used should there be the additional need.
- Personal Centred Plans (PCPs) are written with our pupils with emotional, social communication difficulties and high need SEN and their parents, to find out more about their views on school and their needs and how best school can support them. These are shared with staff within school to

help them to support the child's learning, emotional, social needs and behaviour in school.

- If a pupil has a medical need then a detailed Health Care Plan is compiled by the class teacher with support from the SENDCo and the School Nurse, in consultation with parents/carers.
- Trained first aiders, can administer medicines in school but only where a signed medical consent form is in place. Most staff are trained in how to use a defibrillator and school has one on the premises. All staff are trained to deal with epilepsy, anaphylaxis and asthma.
- There are two trained Emotional and Literacy Support Assistants (ELSA) within the school and an individual programme will be set up to target each child's need. Educational psychologists support with this programme.

The school offers pastoral support for pupils who encounter emotional difficulties. This includes:

- Teachers and Teaching Assistants readily available to discuss issues and concerns
- Person centred planning
- Extra adult supervision from Teaching Assistants and Senior Leaders at lunchtime to support children who find lunchtimes challenging.
- ELSA programme

We pride ourselves on how we promote children's well-being and emotional health at Our Lady of Pity School

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

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:

- School Nurse
- Speech and Language Therapist
- Special Educational Needs Assessment Advice Team (SENAAT)
- Occupational Therapist-accessed via Paediatricians via school nurse
- Educational Psychologists
- Educational Welfare Officer
- Child and Adolescent Mental Health Services (CAMHS)
- Vision and Hearing Support

- Outreach support from specialist schools, e.g. Gilbrook and Stanley
- Specialist support from Portage/Autism Social Communication Team
- Social services - Wirral Gateway
- Social Care Family Support Worker
- Paediatricians - accessed via school nurse and/or GPs
- Local Authority Statement Team
- WIRED - Wirral SEND partnership
- Wirral Autistic Society
- Child and Family
- Minority Ethnic Achievement Service (MEAS)

7. What training have staff had?

Different members of staff have received training related to SEND including sessions on:

- Attachment
- Clean Language Coaching
- Safeguarding
- Co-Coaching Techniques
- Autism
- Social Communication Difficulties
- Speech and Language
- Dyslexia
- Dyscalculia
- Epilepsy
- Occupational Therapy and strategies to use within the classroom
- Sensory Integration Needs
- Social Emotional Behavioural Needs
- Bereavement Training
- Understanding Children with Mental Health Training
- First Aid
- ELSA Training

Professional Development is ongoing and staff receive regular training to support our pupils.

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

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead, actively try to ensure that **all of our extra-curricular activities are adapted for children's specific needs**. We enter competitions locally, which are targeted at pupil with SEND and we have a high uptake and success level. We are delighted with the number of pupils with Special Educational Needs who participate fully in school trips, residential trips, extra-curricular clubs, art endeavours, sports teams and school committees (e.g. our School Council). As a fully inclusive school, all children participate in whole school curriculum and off site activities, at an appropriate level. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. The school has the Gold, School Games Award, and a proven track record of offering inclusive sports.

9. How accessible is the school environment?

The KS1 building and Annexe site are accommodated in single story buildings and are fully accessible. In our KS1 building there is a disabled toilet with a 'Rise and Fall' changing facility. The KS2 building is fully accessible apart from two classrooms situated on the 1st floor. There is a disabled toilet in the KS2 building. The buildings are light, classrooms have plenty of access, doors are wide and the sites are safe and secure. (See Accessibility Plan).

10. How will the school prepare and support my child when joining Our Lady of Pity School or transferring to a new school?

Parents and children are welcome to look around Our Lady of Pity School at any time to see whether you feel we can meet the needs of your child.

If your child is particularly worried or anxious they will be offered some transition visits and an opportunity to meet their new class teacher and classmates. Often we find a short transition period is most successful. Key Stage transition meetings with parents can be arranged. Transition to secondary school can be a worrying time for both parents and the child so at Our Lady of Pity School we do additional transition visits and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to the secondary SENDCos and they are made aware of any additional/special requirements: educational, emotional, social, physical, visual, auditory and pastoral.

11. How are your resources allocated or matched to children's educational needs?

Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENDCO to manage and monitor the support.

Pupil Premium resources are targeted at areas of deficit to close the attainment gap as efficiently as possible.

12. How is the decision made about how much support my child will receive?

On a daily basis, the class teacher determines the level of support for individual children within the class. When children whose additional needs and/or SEN circumstances, health, physical, sensory, social or emotional requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding maybe beneficial this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher face to face or via telephone or email communication
- During parents evenings
- Annual reviews
- During discussions with other professionals
- Secondary transition meetings
- Parent workshops

Children are encouraged to be involved in their own education and contribute to how they learn at their best. This is done through:

- Person Centred Plan (PCP)
- During parents evening (KS2 children)
- Regular discussion with the class teacher

14. Who can I contact for further information or if I have any issues or concerns?

The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Home School books may be used in particular cases for communication. If you wish to speak to the teacher, the head teacher or the SENDCO this can be arranged via the school office or by email.

For matters not directly related to your child's progress, parents are invited to contact the school office.

If you feel your matter has not been dealt with satisfactorily, you can follow the procedures outlined in our school complaints policy, available on the website or from the school office.

15. Special Considerations for COVID 19

Our Lady of Pity School has a thorough risk assessment in place (see school website) to ensure safety measures across the school. For specific cases, a further individual risk assessment is provided for pupils with Special Educational Needs through an Individual Health Care Plan (IHCP) and/or Individual Education Plan (IEP).

