



**SEN and Disability
Local Offer:**

St Patrick's Catholic Primary School

Accessibility and Inclusion

Our school setting is fully wheelchair accessible and we have accessible parking spaces available. We provide accessible toilet and changing facilities to ensure that we are a fully inclusive and easily accessible school. We have made our adjustments so that our school environment supports those with auditory and visual impairments, making sure signs are clear and accessible for all.

To ensure clear communication with parents we utilise a ParentsApp, which enables all parents to access our school information. We also have members of staff who are bilingual which enables us to have clear communication with parents whose first language is not English. We have pupils who are visually impaired and ensure that any information shared with them is adapted to ensure it is clearly communicated with them, such as adapting the size of the font.

We ensure that all of our resources used in school are adapted to promote inclusivity and to ensure all children are able to access them. For example, pictures and sign graphics are used to support children's access to resources. We ensure that, if needed, alternative ways of presenting activities are given so that children can access them.

We also use specialist equipment for children where this is required such as Braille Note to ensure that all children have the opportunity to access learning with the necessary adjustments made.

Teaching and Learning

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will also consider how we can best support children who have a "significantly greater difficulty in learning than the majority of others of the same age." We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In order to identify and assess children with SEN we have a robust system in place to ensure that any concerns are raised with SENCo. After initial concerns are made, the

class teacher and SENCo discuss areas of concern and decide what assessment may be needed in order to decide upon the best support. It may be decided that a child needs more than the Universal Support provided for all children, beginning with high quality teaching. From this we look at providing targeted support, this may be 1:1 interventions, small group work or targeted learning aides. It may be identified that a child needs more specialist support in which we may involve outside agencies in order to provide the best and most suitable support for a child.

Consulting and involving children and parents

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a child will receive SEN support and a support plan and/or provision map will be created and shared. Within the classroom we may provide a variety of support, this may be in class support, such as learning prompts, resources within the classroom. We may also provide additional adult support or provide small interventions.

Where a child is identified as having SEND, school should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle- known as the Graduated Response;

Assess

Plan

Do

Review

This is an ongoing process and not limited to more formal SEN reviews which are carried out termly. The class teacher will work with the SENCo to carry out a clear analysis of the child's needs.

This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

The approach to teaching children with SEN

Teachers are responsible and accountable for the progress and development of all the children in their class. The approach to teaching children with special educational needs varies, dependent upon the need of the particular child. High quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children.

(i) In class support, where the teacher or teaching assistant may support one or more children to understand the content of the lesson.

(ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of children.

(iii) One to one withdrawal, where there may be a targeted support in their area of need.

We provide provision to facilitate access to the curriculum and to develop independent learning in a variety of ways through utilising the support of external agencies for external input, support and advice. We also utilise a range of resources and technologies to ensure that children are able to fully facilitate access to the curriculum and independent learning.

b) For some children, it may be necessary to provide supervision during unstructured times.

c) A variety of sports activities are held throughout the school year and children with special educational needs are encouraged to participate. Children are also actively encouraged to participate fully in all school activities, for example school productions and school clubs.

d) Additional support is provided for children requiring emotional and social development in the form of social skills groups, friendship groups and nurture groups.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children' needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adhering to the School's Accessibility plan
- Needs for equipment and facilities will be assessed for each child individually; this may include using appropriate agencies such as Speech and Language, Occupational Therapy or Social, Emotional Health practitioners, who can provide specialist equipment for physical, visual, social/emotional and hearing needs

Expertise and training of staff in relation to children and young people with special educational needs

- The code of practice explains that where a newly appointed SENCO has not previously been the SENCO at that school, or any other relevant school, for a total period of more than 12 months, he or she must achieve the National Award for Special Educational Needs (SEN) Co-ordination within three years of appointment.
- Ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs.
- Staff will seek training from outside support agencies when necessary including outreach and transitional support (see local offer for list of external agencies).

- Staff will also attend training courses provided by the local authority.

We value and provide a range of CPD for our staff as we see this of paramount importance to ensuring that we are providing the highest quality support we can. This ranges from Social, Emotional, Mental Health training (we are also part of a pilot scheme for the mental health support Trailblazers team) alongside Autism awareness training, academic training including targeted reading and writing training.

Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the “Assess, Plan, Do and Review” process.

Parents/carers are invited to discuss with the SENCo and/or class teacher the needs of their child in the first instant. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child’s needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child’s provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher
- b) Parent evenings when advice and support in helping their child at home can also be given.
- c) Formal reviews of child’s progress

Arrangements are made for reasonable adjustments and support for children during tests and SATs, such as extra time, facilitating children being supported by a reader or ensuring that we have separate areas in which that can undertake the test.

We ensure that our provision map makes clear the support that each child with SEND receives, who supports this provision, when it takes place, for how long and for what purpose. We also monitor this carefully, highlighting when targets are met and how this provision needs to be adapted.

Reviewing and Evaluating Outcomes

We ensure that annual review meetings for children with Statements or Education, Health and Care (EHC) Plans take place. This is when we invite parents to come into school, to meet with staff that support the child, any external agencies that are involved in provision around the child. This is an opportunity for parents to share any concerns they have, any questions they may want to raise and an opportunity to discuss and agree whether or not targets are still relevant for the child.

We use a person centred approach and must be undertaken in partnership with the child and their parent or the young person and must take account of their views, wishes and feelings. Children, parents and young people are supported to engage fully in the review meeting.

The following people will be invited:

- The child's parent(s).
- The head teacher of the school.
- Someone from the local authority special educational needs (SEN) department.
- Someone from the local authority social services department.
- A health professional.

We may also invite other people involved in supporting your child, for example a teaching assistant, a speech and language therapist, or a specialist advisory teacher. In practice, who attends will depend very much on your child's needs and circumstances. You will be given at least two weeks' notice of the date of the review meeting. We will also ask the people we invite to send in written advice (reports) in advance. Any reports must be circulated to everyone invited at least two weeks before the meeting. This will give you time to prepare. Within the meeting we will also discuss:

- Progress made towards achieving the outcomes in the EHC plan.
- The effectiveness of the special educational provision specified in the EHC plan.
- The effectiveness of the health and social care provision in achieving progress towards outcomes in the EHC plan.
- Whether your child still needs an EHC plan.
- Any changes needed to the EHC plan, for example more or different help or a change of school.

The meeting will also set interim targets for the following year.

We evaluate the effectiveness of the provision a child is receiving through regular assessment. This is done both formally and informally. Class teachers, support staff and any external agencies are in constant dialogue together to ensure that communication around targets is clear ensuring that interim targets are set and adapted as required.

Keeping Children Safe

Our community is a place of safety where firm boundaries guide and support; where care and respect build self-esteem and self-belief; and where high expectations create a gateway to lifelong learning, soaring aspirations and brighter futures.

Aims

- To create a safe and secure environment for children
- To respond promptly to suspicions of abuse by following appropriate procedures
- To help children acquire the skills and knowledge to protect themselves

Ethos

All children have the right to be safe. This is more likely to happen if the children themselves feel that they have this right. A caring environment in which the self-esteem of the individual is actively promoted by showing respect for his/her colour, gender, race, creed, background or ability is vital for achieving this. A child's sense of his/her own value will also be increased by providing an atmosphere in which independence, self-confidence, self-expression and assertiveness are encouraged.

Children maximise their potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.

Our school is committed to promoting the welfare of all children by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed Local Safeguarding Children Board procedures and practices. Our policy applies to members of the school community in its widest sense. Thus this includes children and young people, their parents/carers, school staff, governors, visitors, specialist staff, and the local and wider community where they interface with the school.

To emphasise the caring ethos of our school, the staff and governors are committed to the following principles:-

- The welfare and well-being of each child is of paramount importance.
- Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused.
- We respect and value each child as an individual.
- We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
- The protection of children from abuse is a whole-school issue, and the responsibility therefore of the entire school community.
- Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in school are aware of indicators of concern or abuse and the designated safeguarding leads that such information should be promptly passed on to.
- Our policy will be developed and kept up to date with information from our relevant partners in early help and child protection as well as national documentation issued by HM Government and The Department for Education.
- We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
- The school runs in an open, transparent way.

At St Patrick's Catholic Primary School we aim to protect and safeguard children and young people by:

- Ensuring that all staff / volunteers are carefully selected, trained and supervised as per national guidance 'Keeping Children Safe in Education'.
- Having a Child Protection and Safeguarding Policy and Procedure and regularly reviewing and updating this, at least on an annual basis, in line with national and local policy developments
- Ensuring that all staff and volunteers are familiar with the Child Protection and Safeguarding Policy and Procedure, as per the school's Induction process for staff and volunteers. All staff are expected to read and sign that they have understood the policy and are directed to the Designated Safeguarding Lead (DSL) if they have any queries.
- Ensuring that staff / volunteers attend appropriate Local Safeguarding Children Partnership (LSCP) Child Protection Training. All staff complete Level 1 Safeguarding online training, as provided by the Local Authority.
- Ensuring that the DSL attends training and keep their Safeguarding knowledge up-to-date by attending relevant training. New/up-to-date information will be disseminated to staff via staff meetings/briefings and Senior Leadership Meetings (SLT).
- Assessing the risk that children and young people may encounter and taking steps to minimise and manage this by ensuring that staff/volunteers adhere to the

Professional Code of Conduct and refer to the Child Protection and Safeguarding Policy and Procedure.

- Ensuring that the Child Protection and Safeguarding Policy and procedures are disseminated to parents. The Child Protection and Safeguarding Policy is on the school website – this is kept up-to-date.
- Letting parents, carers, children and young people know how to report concerns about a child, young person, staff member or volunteer or complain about anything that they are not happy about.
- Giving children, young people, parents and carers information about what the school does and what you can expect, via the school website, regular newsletters, ParentsApp and school notice boards.

Safeguarding children permeates all aspects of our work as a school, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives.

Accordingly this policy links with many other related policies in school:

- School Behaviour policy
- Whole-school Anti-bullying policy, including cyber-bullying
- Health and Safety policies
- Medication in school/First Aid policies
- School visits including risk-assessments
- ICT/e-safety
- SEN/LAC
-

Equal

Opportunities

Lunchtime activities, meals and supervision by catering/supervisory staff are all trained and fully understand our safeguarding policies.

A range of lunchtime clubs which are organised and supervised by members of staff. These all provide further opportunities for students to develop positive and caring relationships with adults, who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Supportive relationships outside the home, such as those with adults in school and other children, are additional protective factors boost children's resilience. Staff will always work with children in a professional way and are reminded to respond to disclosures sensitively and appropriately. All adults in school know the names of the designated safeguarding lead and should be made aware of their responsibility to pass on any issues of concern without delay and make a written record.

We have clear handover arrangements at the end of the day and children are handed over to an adult by their class teacher. Children are only handed to adults agreed by parents/guardians and recorded on our system unless otherwise notified by their legal guardian.

Children are kept safe outside of the classroom (e.g. school trips, during P.E. lessons) as we will always have the appropriate number of adults according the ratio of children. In addition, there will always be a first aid trained member of staff to support children.

Full details of our school anti-bullying policies are on our school website.

Health (including Emotional Health and Wellbeing)

At St Patrick's Catholic Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
- Acquire specialist input e.g. Banardo's Trailblazers

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- Primary Group Work/Mental health and wellbeing groups
- ELSA support groups.

- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

St Patrick's Catholic Primary School wishes to provide a fully inclusive educational and pastoral system. To do this we need to ensure that correct procedures and protocols are in place to enable any pupil with a long-term medical condition to be able to attend school or have minimum disruption to their education.

The purpose of this policy is to

- Ensure that pupils with medical conditions are well supported in school and have full access to education, including school trips and physical education.
- Ensure that there is clarity around the holding and administering of medication at school
- Ensure that information about a child's needs is shared appropriately by health professionals, school staff, parents and pupils
- To develop staff knowledge and training in all areas necessary for our pupils

As a school we:

- Ensure that students with medical conditions are identified as they transfer to the school and through the ongoing annual data check process.
- Arrange for written permission from parents/carers and a member of the Senior Leadership Team for medication to be administered by a member of staff, or self-administered by the student during school hours.
- Ensure that any medical conditions are shared with relevant members of staff
- Have separate arrangements in place for school trips or other school activities outside of the normal school timetable that will ensure the student can participate (e.g. including individual children on risk assessments)
- Designate individuals to be entrusted with information about a student's condition where confidentiality issues are raised by the parent/child
- Have an identified key worker trained to specifically meet the needs of students with a statement of SEN linked to a medical condition.
- Are clear about what to do in an emergency, including who to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their Individual Healthcare Plan
- Make all staff working directly with students aware of the students in the school with medical conditions
- Provide sufficient training for staff to meet the needs of students at the school with medical conditions

We work with the parents and medical professionals to ensure we have specific protocols in place as soon as a child with an identified medical condition starts school.

This may take the form of information sharing, developing specific care plans, organising training, employing new staff or reorganising classroom facilities.

Communication with Parents

Our staff are committed to providing a high quality education to your child, and constantly improving their learning. As part of this, communication with parents is very important to us and we always strive to ensure that we communicate well with parents.

How we communicate

Depending on the nature of information or issue being discussed, we typically communicate with parents through the following means:

- ParentsApp
- The school website (where the information is relevant to all parents)
- The information board in the school playground (where the information is relevant to all parents)
- Letters (in writing)
- In person (though a face-to-face meeting)

In addition, teachers will be available on the school playground at 3:15p.m. during collection time, where parents are free to speak to their class teacher. However, should parents wish to have a longer conversation it is important that they make an appointment to speak to the teacher.

Resolving Concerns

We always aim to work harmoniously with parents/carers in the best interests of their children and to deal with any issues that may arise in a prompt and professional manner. Most issues can be quickly and easily resolved through effective communication and working in partnership. Parents have a right to expect the best for their children and they have a right to express their concerns, though at the same time, teachers and pupils must be allowed to work and learn in a safe and secure environment, This will then be followed up in whatever manner is appropriate and agreed (which may include arranging an opportunity to find out more details). Parents are encouraged to liaise with the class teacher initially, outside teaching hours at a time mutually agreed.

Open Days

We encourage perspective families to come and visit our school so you can truly get a feel for our school ethos and values. To arrange a visit to our school you can contact the school office.

Working Together

It is very important to us that parents are able to give us feedback, so that we can act on any concerns, know when things are going well or refine what we do. There are

many ways parents can get in touch with school, emailing teachers, phoning or making an appointment to see a member of staff via the school office.

We endeavour to offer opportunities to:

- strengthen the partnership between home and school.
- enable parents to meet and share ideas.
- keep parents informed about school based, local and national education initiatives
- allow parents the opportunity to be more directly involved in the learning experiences being offered to the children.

We ensure that parents are offered the opportunity to participate in wider school activities through extra school events such as Summer Fairs and Fundraising. There is also opportunities for parents and carers to put themselves forward to participate on the Governing Board as a Parent Governor (elected by parents).

What help and support is available for the family?

At St Patrick's Catholic Primary School, we strongly believe that we are a school family and we are here to support you in any way we can. If support is required in aspects such as completing paperwork, finding information or being signposted to certain information needed, parents are able to contact the school office and they will be put in contact with the relevant member of staff who can offer support.

We can offer support in a vast array of areas such as:

- Applying for transport
- Completing SEND paperwork
- Completing medical forms
- Requesting family help

Transition to Secondary School

We know that the transition from primary school to secondary school is one of the biggest changes you will have experienced so we take great care to support children in this new transition. We work closely with our local Secondary schools to ensure a smooth and clear transition is made for all pupils. We acknowledge transition is a nerve-racking time, for both students and parents. We understand that starting secondary school can be very exciting yet, a little daunting experience for many students. At St Patrick's Catholic Primary School, we work tirelessly to provide a smooth transition working with Year 7 Curriculum and Pastoral Teams. The Year 6 teacher liaises with each Head of Year to ensure that all information is passed over and that any issues that may need to be raised are done so to ensure that all children are provided with the support they need to ensure a smooth and happy transition. Children are offered a visit day and we, as a school, facilitate for this to happen. It may be suggested that a child needs more than one visit day or that they need extra sessions with adults that they will be worming with. We pride ourselves on ensuring that we provide a robust and well supported transition and we facilitate taking children

for extra visits as well as inviting support staff from the relevant schools to come into school to meet children in the environment in which they feel most comfortable.

Extra Curricular Activities

We offer a range of after school activities and we ensure that these are accessible for all children. We have a trained sports coach who is dedicated to providing high quality after school clubs nightly. In addition, our trained sports coach provides lunchtime clubs offering a range of experiences and opportunities for our children. We also invite specialist coaches to come into school to offer experiences that children would not necessarily have regular opportunities to experience such as fencing and archery. In addition to sports clubs we also offer activities such as cooking club, science activities and gardening. We again ensure that these opportunities are open to all children to access. Our afterschool clubs are subsidised by school and are therefore free of charge to ensure that all children are given equal opportunity to participate.

We offer wrap around childcare within our setting with Breakfast Club available from 7:45a.m. and after school club available until 5:45p.m.

We also offer holiday camps on the school premises for children and parents to access.

Feedback

As a school, we greatly value the communication and feedback we get from parents and we constantly strive to improve our practice in any way we can. We truly believe we are a school family and work collaboratively with our parents to ensure we are providing the best provision we can. Parents are welcome to give feedback in a variety of ways. Staff are available via email, telephone and we also provide parent surveys to gain parent's views. We aim to respond in a timely and helpful manner. We respond to feedback in a variety of ways depending on the nature of the communication. This may be electronically, via phone call or face to face.