

St Thomas of Canterbury Catholic Primary School

The Local Offer

Parent/ Carer information for children who have additional needs

Our aspiration is to help your child achieve the very best they can at school. The following information is to inform you of the type of support available at St Thomas of Canterbury Catholic Primary school.

Frequently asked questions

1. How are Special Educational Needs defined?

At St. Thomas of Canterbury Catholic Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

All pupils have a right to a broad and balanced curriculum including the National Curriculum and we shall strive to give children with special educational needs access to a relevant and differentiated curriculum that demonstrates progression and coherence. All pupils can learn and make progress, if only in small steps.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, however, our policy covers all of these pupils.

Definition of SEND

"Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made."

A pupil has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of pupils of the same chronological age.

"Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area."

2. How will St Thomas of Canterbury Catholic Primary know if my child needs help?

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress
- Information from previous settings to aid transition

3. How will I be able to raise any concerns I may have?

- The class teacher is the initial point of contact for responding to parental concerns
- Following on from this a further discussion may be needed with Miss A. Hitchen, SENDCo (Special Educational Needs and/or Disability Co-ordinator) or the Head Teacher.

4. How will I know how St Thomas of Canterbury Catholic Primary School will support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

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

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- TAs may be allocated to work with small focus groups or supervise the whole class, allowing the class teacher to work with children with more complex needs.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- IEP (Individual Educational Plan) provided to highlight targets and resources.

6. How will I know how well my child is doing?

- Your child's progress is continually monitored by his/her class teacher.
- The class teacher will be happy to talk to you about your child's progress and any other issues. Appointments can be made to speak to the class teacher or SENDCo by visiting the school office.
- His/her progress is reviewed formally every term.
- If your child is in Year 1 and above, but is not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- You will be able to discuss your child's progress at parents' evenings and termly reviews.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). In Year 1 children are also formally assessed on their knowledge of phonics. This is something the government requires all schools to do.
- Children at School Support or Enhanced School, including children with an EHCP, will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with Enhanced School support or a EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo Leader will also check that your child is making good progress within any individual work and in any group that they take part in.

7. How will St Thomas of Canterbury Catholic Primary School help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child through differentiated home activities
- The class teacher may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

Medical needs:

- If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil
- Staff receive annually, allergy awareness training (including the emergency use of an epipen) and asthma awareness training delivered by the Community Healthcare Team.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medication consent form is in place to ensure the safety of both child and staff member.
- Designated staff have basic first aid training and/or paediatric first aid training

Behaviour needs:

- Discussion with class teacher and/or SENDCo regarding strategies to improve behaviour
- Behaviour targets identified, recorded as an IBP (Individual Behaviour Plan) and reviewed termly
- Designated staff have positive handling training.
- Staff are trained in Team Teach
- Referral to BIT (Behaviour Improvement Team)

9. What happens if my child has a high level of need?

- We work closely with parents and the school inclusion officer from the local authority to assess specific needs and future provision.

10. What specialist services and expertise are available at this school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- LASC (Language & Social Communication Teams)
- Educational Psychology Service
- CDS (Children's Disability Service) Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health)
- LSS (Learning Support Service)
- BIT (Behaviour Improvement Team)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child & Adolescent Mental Health Support Team)
- Social Services
- Early Intervention Team

These are the main specialist we work with, but we are also sign-posted to others by them.

11. Are the staff at St Thomas of Canterbury Catholic Primary School, who support children with SEND, provided with appropriate training?

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from LASC, BIT.

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

All school trips require a Risk assessment. For children with significant needs they may require an Individual Risk Assessment involving parents to ensure that they are able to take part in the trip successfully.

13. How accessible is the school environment?

- The building is accessible to those with physical disabilities.
- At St Thomas of Canterbury we have a toilet and wet room suitable for disabled access.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Although dogs are exempt from school, Guide Dogs are welcomed.
- Accommodating children with needs is carefully considered each year when children move classes.

14. How will the school prepare and support my child when they are starting, leaving this school or moving to another year?

- If your child is moving to another school:
 - We will contact the school SENDCo and arrange a transition process to ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on, then it will be made for them.
- In Year 6:
 - A transition meeting will be arranged which will include relevant staff from St Thomas of Canterbury, SENDCo from the secondary and parents.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions.

15. How are St Thomas of Canterbury's resources allocated and matched to the children's special educational needs? How is the decision made about how much support my child will receive?

- The school budget, received from St Helens LA, includes money for supporting children with SEND.
- The Head Teacher reviews the budget for Special Educational Needs and Disabilities in consultation with the school governors and their approval, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

A decision is then made about what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

17. Who can I contact for further information?

At St Thomas of Canterbury, your first point of contact is always the class teacher. If your child has an Education, Health and Care plan the Inclusion Coordinator will oversee the implementation of the plan in school.