

# **The Special Educational Needs and Disability**

## **Information Report**

### **Our Lady & St Oswald's Catholic Primary School**

*'With Christ at our centre, we can live, love and learn together to be the best we can'*



<b>Contents:</b>	<b>Page:</b>
Introduction/ Overview	3
Broad areas of need as described in the SEND Code of Practice: 0-25 years.	4
People who support children with SEND	5
The Assessment Process	7
Our Provision for pupils with SEND	
- Speech and Language	8
- Autism Spectrum Disorder/Condition	9
- General / Moderate Learning Difficulties	10
- Specific Learning Difficulties, e.g. Dyslexia, Dyscalculia	11
- Social, Mental and Emotional Health	12
- Hearing Impaired	
- Visually Impaired	13
- Physical Difficulties	14
What activities are available to our pupils with SEND, in addition to the curriculum?	14
What training has our teachers and other staff had to enable them to support pupils with SEND effectively?	14
How we obtain the services, provision and equipment required by our pupils with SEND?	15
Contact details and complaints	15
Glossary	16
Appendix	17 - 20

## **Introduction/ Overview**

Our Lady & St Oswald's Catholic Primary School is an inclusive school with pupils ranging from 4-11. There are currently 5 classes within our school; reception and year 1, year 1 and 2, year 3 and 4, year 4 and 5, with year 6 on their own.

At Our Lady & St Oswald's our mission statement is 'with Christ at our centre, we can live, love and learn together to be the best we can', we therefore encourage all pupils to achieve their potential through subtle support and targeted intervention programmes. Every young person is an individual and although this report details what our process and provision is, we recognise that different aspects will need to be tailored to ensure all children have the best provision we can provide.

As a parent you will find this report useful if you have any concerns regarding your child or if your child has already been recognised to have Special Educational Needs or a Disability. The Special Educational Needs and Disability Code of Practice 0-25, 2014 states that 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

## **Broad areas of need as described in the SEND Code of Practice: 0-25 years.**

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This covers a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which display themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or environment. Children and young people with a multi-sensory impairment have a combination of vision and hearing difficulties.

**People who support children with Special Educational Needs and / or disabilities at Our Lady & St Oswald's Catholic Primary School**

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/ Disability (SEND)?</p> <p>How can I talk to them about my child if I need to?</p>	<p><b>Class Teachers</b></p> <p>R/Y1: Mrs Kara</p> <p>Y1/Y2: Mrs Bateman</p> <p>Y3/4: Mrs Manning</p> <p>Y4/5: Mrs Stowell</p> <p>Y6: Mrs Jones</p>	<p><b>He/she is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary.</li> <li>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul>

	<p>The SENCo Mrs Manning</p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are:</li> <li>• Involved in supporting your child's learning</li> <li>• Kept informed about the support your child is getting</li> <li>• Involved in reviewing how they are doing part of planning ahead for them.</li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist.</li> <li>• Updating and monitoring the school's provision map (this is a document which records the additional support that your child is receiving).</li> <li>• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.</li> <li>• Supporting your child's class teacher to write Pupil Centred Plans (PCP's).</li> <li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul>
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	<p>Teaching Assistants (TAs)</p> <p>EYFS &amp; KS1: Mrs Williams</p> <p>KS1: Mrs Rogers-Leggett</p> <p>KS2: Mrs Ryan, Mrs Birch, Miss Eastwood</p> <p>Learning Mentor: Mrs Jones</p>	<p><b>TAs are responsible for:</b></p> <p>Completing additional intervention programmes and supporting your child within the classroom under the direction of the class teacher and or the SENCo.</p> <p>They are responsible for monitoring the daily support that your child receives to ensure that they receive the support as stated within the provision map (see Appendix for an example).</p> <p>They work closely with children who have an Education Health Care Plan (formerly a Statement), for the number of hours it states on the plan and ensure that the outcomes from the plan are delivered under the direction of the SENCo and Class Teacher. They monitor the children's progress and attend Annual Reviews to give feedback and help set next year's targets.</p> <p>Also, TA's support both SEN and non-SEN pupils, providing more targeted support to those pupils who receive the pupil premium grant. This is either in class support or taking the pupils for one to one sessions, depending on their need.</p> <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Working closely with the SENCo, supporting where needed.</li> <li>• Providing focussed support for pupils with social and emotional or anxiety difficulties and promoting emotional wellbeing. This may be one to one, small group work or whole class support.</li> <li>• Organising and running of our 'Spy Kids' club in the mornings. This club is for pupils with co-ordination, concentration or organisational difficulties</li> <li>• Organising and runs 'Socially Speaking' and 'Superflex' groups, which works on building social and life skills.</li> <li>• Works closely with parents through the Early Help process.</li> <li>• Organises any extra transition sessions which are needed.</li> </ul>
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	<p>Headteacher Mrs N O'Dwyer</p> <p>SEND Governor: Mrs H Quigley</p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She delegates responsibility to the SENCo and class teachers for supporting and monitoring the daily support that children receive but is still responsible for ensuring that your child's needs are met.</li> <li>• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p><b>The governing body are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy.</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul>
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<b>What will happen if the school has a concern about my child?</b>	As a school we feel that it is important to support your child as soon as we identify that they require additional support. We as a school understand the importance of early intervention. Throughout the school year your child is assessed regularly by their class teacher. We will also be monitoring the reading and spelling ages. If the class teacher observes any concerns regarding your child then they will ask you to come into school to discuss these. They will also discuss additional interventions and support that they intend to put in place for your child.
<b>What can I do if I have a concern about my child?</b>	Our Lady & St Oswald's has an open door policy and we will always make the time to listen to your concerns at a mutually convenient time. If you would like to discuss your child with us then please either phone or come into school and make an appointment. Initial concerns should be discussed with your child's class teacher and possibly the school's SENCo if this is appropriate.
<b>How can the school access additional support for my child?</b>	If your child's class teacher still has concerns regarding your child they will initially ask the school's SENCo to observe your child and then possibly complete some simple assessments. She will then suggest additional interventions to support your child or recommend that referral is made to an external agency, for example The Learning Support Advisory Teacher, Severndale Outreach, the Speech and Language Team, the Occupational Therapy Team or Spectra. These agencies will suggest additional ways that the school can support your child. External agencies will come back to assess your child if this is appropriate.
<b>What will happen if my child is still not making the progress that you would expect?</b>	If, after your child has been assessed by an external agency and using the advice provided, they continue not to make the progress that you would expect, then the school would consider applying for an Education, Health and Care Plan (EHCP). This is where your child has a range of physical and academic assessments to see if they would benefit from additional support to enhance the support they already receive within the classroom; this was previously called Statutory Assessment, with the aim to gaining an EHCP. If you and the school decide to go ahead with applying for an Education, Health and Care Plan, this will usually take 20 weeks.
<b>What will happen if my child is assessed and additional support is given?</b>	If the LEA (local education authority) decides that your child would benefit from additional support, then an Education, Health and Care Plan would be written. This is a document that discusses your child and provides the school and other professionals with additional strategies to support your child. It includes targets that your child is working towards and also it offers suggestions for other strategies that would be beneficial such as additional adult support or specific intervention programmes.

<b>If my child has an Education, Health and Care Plan, how will this be reviewed and monitored?</b>	If your child has an Education, Health and Care Plan, this is reviewed each year during a meeting between yourselves, the school and other professionals who support your child. The purpose of the meeting is so we can see the progress that your child is making towards their long term targets and also if there is an amendment to the statement or EHCP, for example if they no longer need additional support during lunch times, then this is a time when this can be suggested. Your views are an important part of this meeting and these are recorded. An annual review can be arranged at any point during the year if it is felt that there is something that is significantly affecting the child, for example a transition into a new class or school.
<b>How will I be informed about the progress that my child is making?</b>	You will be informed about your child's progress through parents' evening meetings and also through the yearly report which is sent out to all parents. Your child may also have an PCP (Pupil Centred Plan) and this is reviewed in October, February and July so you can see the progress that your child has made against these targets. At Our Lady & St Oswald's Catholic Primary School we have an open door policy and so that we can give you our full attention and also so we can make sure that all the staff that need to be part of the meeting are available, we would welcome you making an appointment if you would like to discuss your child's progress.
<b>How will my child's thoughts and feelings be recorded?</b>	Your child's thoughts are recorded throughout the assessment process as their ideas are recorded on any referral forms that are completed and also as part of the annual review process. Your child will also be part of the PCP reviews as we always take into consideration the progress that they feel they have made and also what they feel their next steps will be.
<b>What happens when my child moves into the next class or onto secondary school?</b>	At Our Lady & St Oswald's Catholic Primary School we work closely together throughout the school, so we can reduce the amount of anxiety that children may feel as they move from one class to the next. When the pupils move from one class to the next, we have a 'moving up' morning which means that they can meet their new teacher and also meet the children they are going to be in the class with. The children who move into KS2 also have the opportunity to 'hot seat' year 3 and 4 pupils, working with Mrs Jones. This is done at a separate time to the 'moving up morning'. When your child moves onto secondary school they will have their own transition depending on what they require so, for example, they may visit the school without the rest of their year and be shown around the school by a year 7 pupil who they are familiar with or they may be part of a specific transition programme. Any pupil with Special Education Needs is always offered extra transition whichever secondary school they might attend. If they are working with any external agencies then we normally involve them as well. Mrs Jones organises most of the additional transition support.
<b>What can I do if I feel that the school is not providing the best support for my child?</b>	If you have a concern regarding your child you should discuss this with your child's teacher first or with the head teacher. A meeting would then be arranged and we would try to resolve any concerns that you have. If after this discussion you are still concerned then we would refer you onto the chair of governors and you would then follow the complaints procedure as outlined in the complaints policy.

## The Assessment process

### Our Provision for pupils with SEND Communication and Interaction:

#### 1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"><li>• The class teacher and the teaching assistant keep careful track of the child and record any observations.</li><li>• If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to the speech and language team.</li><li>• The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then other interventions are suggested or another referral is made or an Education Health Care Plan is requested.</li><li>• Pupils are regularly reviewed through internal tracking data and national assessments such as SATs and the Year 1 Phonic Screening Test.</li><li>• If pupils have a statement of special educational need then they have yearly annual reviews to review their progress.</li></ul>	<ul style="list-style-type: none"><li>• Children with speech and language difficulties are encouraged to learn to read by recognising whole words alongside learning to read and spell using their phonological knowledge.</li><li>• Staff model correct uses of language by subtle repetition. Pupils are not expected to repeat the phrase using an adult's language.</li><li>• Children are pre-taught new vocabulary and topic words before they encounter them within the classroom.</li><li>• Children are encouraged to share their ideas with others within the classroom. They begin by talking about areas of interest to them through activities such as show and tell and then they are encouraged to contribute within small group discussions. Once they are secure with sharing their ideas within a small group they are encouraged to share their ideas within the whole class.</li></ul>	<ul style="list-style-type: none"><li>• Following specific interventions as suggested by the speech and language team.</li><li>• ELKLAN – A number of our staff are trained to implement different elements of this to develop interventions suitable for different children.</li></ul>

## 2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher and the teaching assistant keep careful track of the child and record any observations.</li> <li>• If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer the pupil to an outside agency such as Spectra.</li> <li>• The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then other interventions are suggested or another referral is made or an EHAF (Early Help Assessment Forms) is filled in with the parents.</li> <li>• If appropriate a Conner's questionnaire will be completed by the parents and the school team. This will initiate a referral to CAMHs (child and adolescent mental health) and possibly a formal diagnosis.</li> <li>• Parents can also refer their child for assessment for ASD (Autistic Spectrum Disorder) traits by visiting their GP.</li> <li>• If appropriate a request for an Education Health Care Plan is made and additional interventions and strategies are put into place to support the pupils.</li> <li>• Pupils are regularly reviewed through internal tracking data and national assessments such as SATs and the Year 1 Phonic Screening Test.</li> <li>• If pupils have an Education Health Care Plan, then their progress is reviewed annually through the annual review process.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routines.</li> <li>• Pupils are pre-taught new vocabulary before they are exposed to it within the classroom.</li> <li>• The anxiety levels of the pupils are monitored and subtle intervention is put in place before pupils become anxious.</li> <li>• Pupils are given instructions and requests using straight forward language and instructions are given in smaller chunks.</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories / comic strip conversations.</li> <li>• Circle of friends</li> <li>• Visual timetables</li> <li>• Quiet / special places offered for reflection</li> <li>• Sessions where appropriate with the Learning Mentor</li> <li>• Sessions where appropriate with Spectra</li> </ul>

## **Cognition and Learning:**

### **1. General/Moderate Learning Difficulties**

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• The class teacher and the teaching assistant keep careful track of the child and record any observations.</li> <li>• If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer the child to an external agency such as Severndale Outreach or the Learning Support Advisory Teacher (LSAT).</li> <li>• The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or an Education Health Care Plan is requested.</li> <li>• Pupils are regularly reviewed through internal tracking data and national assessments such as SATs and the year 1 phonic screening.</li> <li>• If pupils have an Education Health Care Plan then they have yearly annual reviews to review their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to work within small groups with the support of an additional adult.</li> <li>• Pupils are given work which is carefully differentiated and pupils are put into ability groups when appropriate.</li> <li>• Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings.</li> <li>• Specific interventions are put into place to aid pupils to develop the skills that they require to be able to access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional spelling practice</li> <li>• Daily reading and reading comprehension</li> <li>• PAT programme</li> <li>• Letters and sounds programme</li> <li>• Read, Write Ink</li> <li>• Touch typing activities such as dance mat from the BBC website.</li> <li>• Clicker programme</li> <li>• Individual programmes to develop mathematical understanding.</li> <li>• Units of Sound Programme</li> <li>• Beat Dyslexia Programme</li> <li>• Coloured overlays</li> <li>• Coloured paper</li> </ul>

## 2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher and the teaching assistant keep careful track of the child and record any observations.</li> <li>• If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as Severndale Outreach or the Learning Support Advisory Teacher (LSAT).</li> <li>• For some pupils an assessment with an educational psychologist is requested.</li> <li>• The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested, another referral is made or an Education Health and Care Plan requested.</li> <li>• Pupils are regularly reviewed through internal tracking data and national assessments such as SATs and the year 1 phonic screening.</li> <li>• If pupils have an Education Health Care Plan then they have yearly annual reviews to review their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to work with an adult within a small group when appropriate. For some activities pupils are grouped within ability groups.</li> <li>• Pupils receive specific interventions to aid them with acquiring the skills that they need to be able to access the curriculum. Pupils are encouraged to work within the classroom with subtle supports.</li> <li>• Pupils are encouraged to develop their own strategies to help them overcome the difficulties that they have, for example learning a mnemonic to aid with remembering spellings.</li> <li>• Pupils are encouraged to access resources to support their learning such as word banks, ACE dictionaries, number lines etc.</li> <li>• Pupils are given the opportunities to revisit concepts more frequently than other pupils to ensure that pupils are secure with concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Numicon</li> <li>• Wave 3 / Spring board materials</li> <li>• Memory activities, use of ICT games.</li> <li>• Touch typing activities such as dance mat from the BBC website.</li> <li>• Coloured overlays / reading rulers.</li> <li>• Alphabet ARC activities.</li> <li>• Active Literacy Kit Programme</li> <li>• Beat Dyslexia Programme</li> <li>• Units of Sound Programme</li> </ul>

### **Social, Mental and Emotional Health:**

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• The class teacher and the teaching assistant keep careful track of the child and record any observations.</li> <li>• If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or a referral will be made through an early help assessment form.</li> <li>• If appropriate then a referral will be made to CAMHS (child and adolescent mental health) or counselling services.</li> <li>• Parents can also refer their child for assessments or raise concerns by visiting their GP.</li> <li>• Pupils are regularly reviewed through internal tracking data, national assessments such as SATs and the year 1 phonic screening.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to work with others within a small group with the support of an adult.</li> <li>• Pupils are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers.</li> <li>• Pupils are provided with clear guidance and expectations for expected behaviours. All staff are aware of these and reinforce the same consistent expectations.</li> <li>• Parents are aware of the behavioural expectations that we have so they can reinforce these at home. This helps to provide the pupil with a consistent approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Anger management</li> <li>• Quiet / special places offered for reflection</li> <li>• Circle of friends</li> <li>• Where appropriate sessions with the Learning Mentor</li> <li>• Where appropriate sessions with Spectra</li> <li>• Chillax Club</li> <li>• Triple T</li> <li>• SUMO</li> <li>• SEAL SAP</li> </ul>

**Sensory and/or Physical**  
**1. Hearing Impaired**

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• The class teacher and the teaching assistant keep careful track of the child and record any observations.</li> <li>• If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the Sensory Inclusion Team.</li> <li>• Parents can also request an assessment by visiting their GP.</li> <li>• Pupils are regularly reviewed and assessed by the sensory inclusion team. They also monitor their hearing aids and ensure that they are working adequately and replace any parts that are no longer working.</li> <li>• Pupils are regularly reviewed through internal tracking data and national assessments such as SATs and the year 1 phonic screening.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils usually work within a small group with the subtle support of an adult.</li> <li>• The adult will repeat the ideas and comments of other children when the class are discussing ideas, in a clear and audible voice.</li> <li>• Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way.</li> <li>• Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring pupils sit near the front of the classroom.</li> <li>• Following advice from sensory inclusion.</li> <li>• Pupils encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if this is suggested by the sensory inclusion team.</li> </ul>



## 2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Pupils are monitored carefully and if there are concerns parents are requested to take their child for an appointment with the optician.</li> <li>• For pupils with significant impairments a request is made with the Sensory Inclusion Team. This is usually requested by the child's optician or by an optometrist.</li> <li>• Pupils are regularly reviewed and assessed by the sensory inclusion team. Additional strategies and interventions are suggested.</li> <li>• Pupils are regularly reviewed through internal tracking data and national assessments such as SATs and the year 1 phonic screening. If they have a visual impairment then suitable arrangements will be made to access all assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed.</li> <li>• Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of what is to be displayed.</li> <li>• If pupils have a significant visual impairment, then the teacher will ensure that furniture and resources stay in expected locations so they are easy to find.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing pupils with documents which use a larger font.</li> <li>• Using different coloured paper to print worksheets and tasks onto.</li> <li>• Using coloured overlays / reading rulers.</li> <li>• Use of a scribe.</li> <li>• Use of a laptop.</li> <li>• Suitable PE equipment if needed.</li> </ul>

### 3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Parents are best placed to advise us about the specific physical needs of their child. We therefore rely upon good communication between home and school to ensure that concerns about the child are addressed promptly.</li> <li>• The class teacher and the teaching assistant keep careful track of the child and record any observations.</li> <li>• If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the Occupational Therapy Team.</li> <li>• An assessment with the occupational therapy team will be undertaken if appropriate and then additional strategies will be implemented.</li> <li>• Parents can also request an assessment with the occupational therapy team by visiting their GP.</li> <li>• If appropriate a request for an Education Health Care Plan is made and additional interventions and strategies are put into place to support the pupils.</li> <li>• Pupils are regularly reviewed through internal tracking data and national assessments such as SATs and the year 1 phonic screening.</li> <li>• If pupils have an Education Health Care Plan then they have yearly annual reviews to review their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to sit with the rest of their class or small group to listen to the ideas of others. They will either have a fidget toy to keep them focused or an adult to sit near to them to keep them on task.</li> <li>• Pupils are provided with resources such as pencil grips, laptops etc. so they are able to write about their own ideas.</li> <li>• When the pupils are completing physical activities such as P.E. or outdoor learning, they are encouraged to participate in the same way as their peers. If this is not possible then they are given different resources such as large balls in PE or the subtle support of an adult so they are able to participate.</li> <li>• When the pupils are using tools and resources the appropriate use of these are modelled by an adult and specialist tools are used if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Spy Kids</li> <li>• Pre-writing skills such as using tweezers, using mazes etc.</li> <li>• Pencil grips / tri-grip pencils</li> <li>• Lap tops</li> <li>• Wobble cushions</li> <li>• None slip mats</li> <li>• Fidget toys</li> <li>• Interventions as suggested by the occupational therapy team. Suitable P.E. equipment and games are provided.</li> </ul>

**How we ensure access to our facilities for all of our pupils**

Although it is not a new building, the majority of our school is on one level and where it is not, there are ramps in place to accommodate the change in level. The school has access to 2 disabled toilets, one in the entrance and one in the Key Stage 2 corridor.

**What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?**

All out of school and lunch time clubs are open to all pupils. Depending on the need of the pupil, an extra adult may be necessary to support them. This will be assessed on a regular basis to try and foster independence in the pupil.

**What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?**

All our teachers and support staff have regular updates regarding any changes in Special Educational Needs. They have all completed a basic awareness of the four main areas of the Code of Practice, using IDP programmes. We offer in house and external courses to staff when needed, to ensure they are fully aware and able to adapt the curriculum as appropriate. A number of our staff are trained in Makaton and have also attended courses lead by ELKLAN. We do our utmost best to ensure that staff with the appropriate training and experience are placed with pupils.

**How we obtain the services, provision and equipment required by our pupils with Special Educational Needs**

At the present time we work with the following agencies on a regular basis:

- Learning Support Advisory Team (The school funds)
- Severndale Outreach (The school funds)
- Spectra (The school funds)
- Speech and Language Team
- Occupational Health

We also have access to the Educational Psychology Team and CAMHs.

### **If you have any questions, concerns or complaints about our provision for pupils with Special Educational Needs**

Initially any concerns about your child should be discussed with the class teacher.

Otherwise please contact either:

- The SENCo, Mrs Manning, this can be done face to face by making an appointment at a mutually convenient time or by email [admin@osoprimary.co.uk](mailto:admin@osoprimary.co.uk) and she will reply as soon as possible.
- The Headteacher, Mrs O'Dwyer, by making an appointment with Mrs Edmondson for a mutually convenient time.
- The Learning Mentor, Mrs Jones, by contacting her at school.
- The SEN Governor, Mrs Quigley, she can be contacted through school.
- If you wish to make a complaint, please see our Complaints Policy which can be found on our school website, [www.osoprimary.co.uk](http://www.osoprimary.co.uk) or a hard copy can be obtained from school.

This document was edited by Mrs Manning (SENCo) November 2017

To be reviewed November 2018

Parents were consulted July 2014.

The SEN Governor and Staff Governor were consulted.

All staff in the school were consulted.

Headteacher: *Mrs N O'Dwyer*

This document was reviewed by Mrs O'Dwyer (Head Teacher) November 2017

**Glossary:**

Ace Dictionaries	Using the unique index, pupils need only think how a word sounds to find out how to spell it. By simply identifying the first vowel sound, the speller is sent instantly to the page where the problem word is found. The easy-to-use reference system will tempt them to use more interesting words in their writing, enabling them to produce work that they can be proud of. Both patterns and irregularities are highlighted in the dictionary so that pupils learn to spell incidentally.
CAMHS	<p>CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.</p> <p>Children and young people and their families can be referred to CAMHS if children are finding it hard to cope with family life, school or the wider world. If these difficulties are too much for family, friends or GPs to help with, CAMHS may be able to assist.</p> <p>Types of problems CAMHS can help with include violent or angry behaviour, depression, eating difficulties, low self-esteem, anxiety, obsessions or compulsions, sleep problems, self-harming and the effects of abuse or traumatic events.</p>
Conner's Questionnaire	<p>A Conner's Questionnaire may be filled in when it is suspected that a child has Attention Deficit Disorder (ADD) or Attention Deficient and Hyper activity Disorder (ADHD). During the Connors test, the parents' or care-giver will fill out a form to rate a child's behaviour. By using the ADHD Connors test, doctors can assess what type of behaviour has been observed by parents over time. School will also fill in a version of this test.</p>
Education Health Care Plan	This was formally known as a 'Statement of Educational Needs' The EHC plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25. The process should take 20 weeks for a decision to be made.
EKLAN	Elklan writes and delivers accredited courses for education and other staff working with those with speech, language and communication needs and for parents, and trains a network of licenced tutors to deliver Elklan courses locally. All of our courses are evidence informed and teach strategies listed on the <i>What Works</i> database.
LSA	Learning Support Assistants usually work closely with children who have an Education Health Care Plan (Formally a Statement), for the number of hours it states on the plan and ensure that the outcomes from the plan are delivered under the direction of the SENCo and Class Teacher. They monitor the children's progress and attend Annual Reviews to give feedback and help set next years' targets.
LSAT	The Learning Support Advisory Teachers (LSAT) provide assessment and advice to inform teachers of the next appropriate steps for your child.
SAP	SAP is a comprehensive school-based programme for children and young people aged between 4 – 19yrs. SAP's purpose is to create a safe place in school where pupils can share feelings, thoughts and

	concerns about their lives and to provide support whilst they work through any difficulties that may impede their development, education and life chances.
SEAL	Social, Emotional Aspects of Learning (SEAL) is a publication is a resource to help primary schools develop children's social, emotional and behavioural skills.
SEN Register	A child with SEN is placed on the special educational needs register to highlight the additional help and support they require to be successful.
Severndale Outreach	The Outreach Service offers support to mainstream schools with pupils who have complex learning difficulties. Support is given to teaching and non-teaching staff in a number of areas including curriculum access and differentiation; setting appropriate targets; support during transition. The Outreach Service provides an assessment/support service for pupils who may need technology to support communication and/or curriculum access.
Spectra	Spectra provides personalised support and advice to address issues that children and young people with needs related to the autism spectrum may experience. These issues may include social interaction and communication difficulties, rigid thinking styles, sensory sensitivities, challenging behaviour, and difficulties with attention and concentration.
SUMO (Stop, Understand, Move On)	SUMO, which means 'I choose' in Latin, is a programme designed to empower children and teachers in an innovative and accessible way. SUMO4Schools has been put together by education experts and professionals to help children develop skills for life. Skills like dealing with change, building better relationships, developing a resilient attitude to life, maintaining morale, improving motivation and coping with stress. The resources address practical ways to keep young people healthy - emotionally, mentally and physically.
TA	Teaching assistants work alongside school teachers, helping pupils to get the most out of their learning. They support individuals or groups of pupils, and they assist the teacher in the classroom. Some TAs specialise in literacy, numeracy, special educational needs, English as an additional language or the creative arts.



**Appendix:** An example of a Blank PCP:

## OUR LADY & ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

Created/Updated:

Name:

What people like / admire about me?



What's important to me now?

How best to support me

Year Group:	Class teacher:	Attendance 2016/17:
Start Date:	Review Date:	SEN support <input type="checkbox"/> or EHCP <input type="checkbox"/>

**Name of child**

## Pupil Centred Plan

### Pupil's Primary Needs:

What is the specific target I need to achieve this term?	What support will I have to help me achieve my target?	How will I know when I have achieved each of my targets?

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### To help me achieve these targets...

I will...	My family will...
My teachers will...	Others will...

Signed: ..... (pupil) ..... (parent) ..... (class teacher)



# Pupil Centred Plan Review

Review Date:	People present at review:
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What were your specific targets this term?	Did you achieve the target set?	Comments

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<b>Parents' Comments:</b>
<b>Pupils' Comments</b>
<b>Teachers' Comments</b>