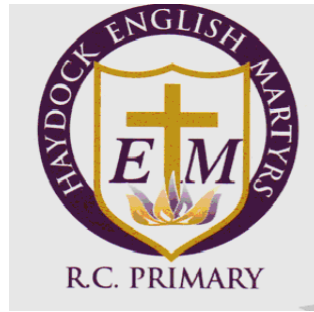


# Haydock English Martyrs R. C Primary School

‘Lighting the flame for lifelong learning ‘



## THE SCHOOL'S LOCAL OFFER / SEND INFORMATION REPORT FOR HAYDOCK ENGLISH MARTYRS IN ACCORDANCE WITH SECTION 65 (3) OF THE CHILDREN AND FAMILIES ACT 2014

In September 2014, the Children and Families Bill required each Education Authority to publish and keep under review information about services they expect to be available for children and young people with special educational needs. This is referred to as the Local Offer.

**Our SEND (Special Educational Needs and Disabilities) Information Report for Haydock English Martyrs R.C Primary provides information for parents/ carers of children who have Special Educational Needs or a disability (SEND ) and all of those who support children with additional needs. This feeds into the Local Authorities Local Offer.**

The Code of Practice sets out an individualised and better graduated response to support children with Special Educational needs and disabilities.

The School SENDCO (Special Educational Needs and Disabilities Coordinator) is Mrs Webster.

### **The areas of SEND are**

- Communication and interaction.
- Cognition and Learning.
- Emotional, Social and Behavioural development including mental health.
- Sensory and / or physical

### **How accessible is the school?**

- The school recognises the importance of the accessibility in regard to the environment and provision for all pupils, staff and visitors to the school.
- We have an Accessibility Plan.
- Our new school build has a shower room and all doors and exits comply with the correct dimensions.

- Haydock English Martyrs is committed to improving access to the curriculum for pupils with a disability. This involves expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. Links are made with the Disability Service in order to promote this.

### How is the graduated Special Needs system structured and how does this help my child?

The Code sets out a graduated response. The categories School Action and School Action Plus are now known as Special Educational Needs and Disabilities (SEND) Support.

The aim is for support to be focused on individual needs and personal outcomes. School will work closely with parents in order for the child to reach his/ her potential. We want your child to be happy, fulfilled and independent. Earlier identification of special needs is a priority for us.

An Individual Education Plan is set for all children with Special Educational Needs or Disabilities. This includes specific, measurable, attainable and realistic targets which are set within a timeframe. Some children have a number of barriers to learning. They benefit from the involvement of outside agencies. Their needs, next steps and progress are discussed at the LEA Termly Special Needs meetings.

A child who is recognised as having more complex needs may need to access funding which is in addition to that which school already provides. Where this is approved by the LEA a Provision Agreement sets out the provision and objectives for the individual child. This is reviewed annually.

Under the new bill there will be an education, health and care ( EHC ) plan for children with complex needs. This will replace the previous Statement level. This plan will place emphasis on personal goals and will describe the support your child will receive. Where a child already has a Statement they will move over to the new system. They will move over to the new system by 2018. This will coincide with a transition point e.g. when they move from Year 2 to Year 3 or move to Secondary.

The LEA has published their local offer which lists the services and support you and your child can access. This is available, on St Helens Council web site. Our link Inclusion Co-Ordinator is Mrs Fran Crawford. She is based at Atlas House in St Helens.

### How will the school support my child in joining the school?



- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will liaise with any involved outside agencies.
- Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.

## How does the school know if children / young people need extra help?

- Information and guidance may be provided from outside agencies e.g. Health, Speech and Language, Portage worker, Health Visitor or for older children the School Nurse.
- School will identify the child's rate of progress or begin to identify barriers to learning and development.
- Where there is a special needs concern school carries out additional observations and assessments. The class teacher or Special Educational Needs and Disabilities Co-ordinator (SENDCO) shares this information with parents / guardians. A decision will be made as to the best action to take. This may involve being placed on the Special Needs register with an IEP which sets out targets, stages the support and provision best suited to the needs of the individual child.



## How we measure the progress of your child in school?

- Progress of the early years child is carried out through an assessment programme called Development Matters. It is banded into different age bands. At the end of Reception Year a profile is completed for each child. For children in Nursery and Reception the assessments indicate how your child is progressing in relation to age related expectations.
- At Key Stage 1 and 2 his/her progress is reviewed every term against age expected statements. This is in line with the introduction of the New Curriculum and assessment from September 2014.

- If your child is in Year 1 and above, but is not yet working at age expected, 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'.
- 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). This is something the government requires all schools to do and are the results that are published nationally. At the end of Year 1 a Phonic Screening takes place. A baseline assessment takes place in Reception classes in September.
- Children on the Code will have an IEP which will be reviewed, with your involvement, every term and the plan for the next term made.
- The SENDCO will also check that your child is making good progress by looking at their books and evaluating their assessments. The Head teacher also monitors progress.
- Assessments for those who have more complex needs are evaluated at the Termly Special Needs and Disability meeting with the LA.



### What should I do if I think my child may have special educational needs?

- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENDCO or Head teacher and your child's needs can then be discussed.
- School will discuss the needs of your child in a private and confidential manner.

### How is extra support allocated to children?

- The school budget, received from St Helens LEA, includes money for supporting children with SEND. Additional individual monetary support will be placed in the SEND budget where the child's needs have been recognised by the LEA. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors
- The SEND budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- There are some individual children who will require specialist help in order for them to achieve their potential e.g. with a Play Therapist. This support can be bought in.
- There are some children with Special Needs who will benefit from our Social and Emotional Needs provision. This is organised through our Learning Mentor and specialist LSA's.
- Some children will benefit from accessing intervention groups.
- Some children will need 1 to 1 support.

### 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 learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- To support all children the school delivers the curriculum in different ways. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.



- We understand that children learn at their own pace so we closely monitor progress using Individual Education Plans. We will keep you informed of any progress that is made in meeting the targets in the plan.

## The young person

The new act prioritises the views and involvement of the child. This includes IEP targets, evaluations and next steps. We have child friendly IEP's and IBP's. Class teachers promote self-evaluation within their daily teaching. At annual reviews the child completes a self-evaluation booklet and this is shared in a positive way. We want to celebrate progress and at the same time understand how we can go forward. Our Social, Emotional and Life skills programme recognise the importance of the young child as they grow up and become part of the community.

## Referrals

- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional.

- Referrals we make include:

Speech and Language,

Occupational Health,

Educational Psychology – Miss Julie Basnett (based at Atlas House)

Speech and Language (Health Service)

Learning Support Service (LSS)

Occupational Therapy,

The Children and Disabilities Service including Hearing Impaired, Language, Visually Impaired, the ASD Pathway, the ADHD Pathway.

Behaviour Service,

Traveller Service,

English as an Additional Language Service,

Child and Adolescent Mental Health Service,

School Nurse, Community Paediatrician.

Other voluntary / charitable services also are available e.g. for bereavement.

As part of the referral the agencies value parents and child's views.

## Who are the best people to talk to in this school about my child's special educational needs ?

### Miss Prescott – Head Teacher

#### She is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and Disabilities.
- Liaising with the SENDCO.
- Monitoring the progress of those with Special Educational Needs and Disabilities through the school's tracking procedures.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN and Disabilities.
- Ensuring that school is inclusive and accessible.
- Alongside the Governors ensuring the admissions to the school are carried out in line with LEA policy.

### Mrs Webster – SENDCO

#### She is responsible for:

- Coordinating special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a high quality education.
- Liaising with other people who may be coming into school to help support your child's learning.
- Monitoring the progress of those with Special Educational Needs and Disabilities through the school's tracking procedures.
- Updating the school's SEND records.
- Helping to plan next steps for your child alongside the class teacher. This will then be recorded within a One Page Profile.
- Assisting with reviews for your child. These establish the progress made by the child, their assessment levels and their next steps.
- 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.
- Organising training in order to enhance the skills and knowledge of the school staff.

## **Class Teacher**

### **He/she is responsible for:**

- 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)
- 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 or adapting resources.
- Writing and sharing One Page Profiles.
- Carrying out a review of these with parents at least once each term.
- Ascertaining the child's own views on how well he/ she is progressing.
- 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.

### **– SEND Governor**

### **Alongside the other Governors she is responsible for:**

- Making sure that the school has an up to date SEND policy, noting changes to policy and why they were made.
- Making sure that the school has appropriate provision.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Monitoring 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.

All our Governors are committed to helping your child reach their potential. As a body they hold the Governor Mark. They were also involved in our Inclusion Mark Award.

## **Mrs J Gokoglu - Learning Mentor**

Mrs J Gokoglu is our Learning Mentor. She can support your child with their emotional, social and behavioural needs. She is committed to overcoming barriers to learning. She assists in the organisation of Transition programmes when the children move to new classes or schools. She liaises with outside agencies. Mrs Gokoglu is also responsible for Safeguarding. At English Martyrs we run an extensive Social skills programme. The Learning Mentor helps to oversee this with the SENDCO. Mrs Gokoglu also monitors attendance.

## **Learning Support Assistants**

Haydock English Martyrs R. C Primary employs a large number of highly skilled and committed Learning Support Assistants. An LSA may be allocated to a pupil or group of pupils with special educational needs and /or disabilities. They provide in class support under the direction of the class teacher. They also deliver intervention programmes. These include Social and Emotional and Life skills programmes.

## **Health Needs**

Mrs G Burn is responsible for health and medical needs. She liaises with Miss Prescott, the SENCO, Class Teachers and Mrs Gokoglu. Care plans are discussed with parents and are recorded. Some aspects of the Care Plan or Risk Assessment are shared with the child. There may be an involvement with outside agencies e.g. the School Nurse, OT or a specialist paediatric nurse.

If your child has a prolonged period of ill-health and is going to be absent from school for a long length of time Mrs Gokoglu will liaise with the class teacher and SENDCO to provide suitable learning activities. A designated LSA will come out to the house. A Risk Assessment or Care plan may be needed before the child returns to school.

School liaise with outside agencies with regard to toileting needs. Our staff are sensitive about the physical/emotional difficulties that this can cause. We have an Intimate Care Policy which we follow. All involvement is confidential. Staff regularly attend health training and are First Aid trained. Some staff also have specialist paediatric training.

Regular specialist staff training takes place e.g. for Epilepsy, Asthma, administration of Epi-pens.

## **Out of school provision**

School offers a breakfast and after school club which is available for all pupils attending our school. Out of school club staff regularly liaise with staff in school. If you have a query relating to out of school provision, including costs, you can contact the Kid's Club Manager by ringing the main school office on 01942 723552.



## Who else can provide help and expertise?

### Behaviour Service

A range of support is available from the Behaviour Service (Access and Inclusion). Staff members have had training by this service. As a school we are committed to overcoming any barriers which affect the child's development. Our school philosophy reflects gospel values. The SENDCO, Mrs Gokoglu and the class teachers are involved in establishing strategies which will help to promote good behaviour and emotional health and well-being. As a school we have a well-established Social and Emotional skills programme. This process may involve a referral being made and a Behavioural IEP. Sometimes a more specific Behaviour Management plan is needed.

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

- The named Safeguarding Officer is Mrs Gokoglu. All staff are trained in child protection and are responsible for ensuring your child's safety.
- We use Circle Time to ensure that all children are listened to and follow the SEAL (Social and Emotional Aspects of Learning) programme to promote positive attitudes.
- We provide social and emotional skills programmes eg. (Forest of Feelings) to develop self-esteem and friendship, with pupils who have been identified by staff or parents.
- Mrs Gokoglu oversees a transition programme to help the children as they settle into their new classes. A detailed Year 6 programme runs as well to support pupils moving from year 6 to year 7.
- We run Life Skills in the community.
- We have a School Council and Eco Council for children to share their views and ideas.
- If deemed necessary, and in consultation with parents, children can be referred for counselling or support for their mental wellbeing via CAHMS (Child and Adolescent Mental Health Service.)
- Staff have received first aid training and team teach training.



## What training do the staff supporting children and young people with SEND receive?

- The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND and the most up to date practice and provision. This is then shared with all school staff through staff meeting and training.
- The school has a School Improvement Plan which includes identified training needs.

### **How will my child be included in activities outside the classroom including school trips?**

- The school ensures that all pupils are fully included within school life. We hold the Inclusion Mark.
- Provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support, to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

### **How will the school support my child in transferring to the next stage of education?**

- Where necessary we may develop a transition plan in partnership with you to ensure that they enjoy a smooth transition.
- If your child is moving to another school we will contact the new school's SENDCO and 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.
- IEP 's and Reviews will be shared with the new teacher.
- Mrs Gokoglu will run a Yr6/7 Transition programme in the Summer term. This will involve fact finding visits, transport arrangements and dinner time organisation. A pen picture will be prepared for those whose needs are complex.
- We take steps to ensure that transition between classes is as smooth as possible. LSA's make transition booklets with text and photos which can be read and shared by the child in readiness for the move. The child is supported emotionally during the early days / weeks in their new class. There will be liaison with families about any barriers to settling in.
- Care plans, Risk Assessments and medical information are also shared. Parents are involved with this process.
- For those who receive LEA funding a Transition Review will take place in Year 5 or early in Year 6.



## How are parents involved in the school?

### How can I be involved?

- We hold parent workshops.
- We hold twice yearly parents evenings for you to talk to your child's teachers about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- Additional Needs Reviews are held each term. The child's progress is evaluated. Needs are discussed and new targets are discussed.
- The SENDCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have. We invite specialist agencies into school to talk to you about how they can support you and your child.
- Information from outside professionals will be discussed with you.
- A home/school contact book may be used to support communication.



ANY QUESTIONS?

GLOSSARY OF TERMS	
ADHD	Attention, Deficit, Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health
EHC Plan	Education, Health, Care Plan
EP	Educational Psychologist
EWO	Education Welfare Officer
Foundation Stage	Nursery and Reception Children
IBP	Individual Behaviour Plan ( pre September 2016)
IEP	Individual Education Plan (used pre September 2016)
Key Stage 1	Children in Year One and Year Two
Key Stage 2	Children in Year three, Four, Five & Six
LA/LEA	Local Education Authority
One Page Profile (from September 2016)	Sets out a summary of needs with smart achievable targets. Also includes a map of provision and assessment data.

	From Sept 2016 this has replaced IEP's and IBP's.
PAP	Provision Agreement Panel
S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice (support put in place within school-previous CODE)
SA+	School Action Plus stage of the SEN Code of Practice (Support in place or advice sought from outside school agencies-previous CODE)
SALT	Speech and Language Therapist
SATS	End of Key Stage tests
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SEN Code of Practice	The legal document that sets out the requirements for SEN
SENDCO	Special Educational Needs and Disabilities Co-ordinator



### Who can I contact for further information?

If you require more information about our school and our SEND provision this Local offer please go to our school website

<http://www.haydockenglishmartyrs.st-helens.sch.uk/>

If you would like to talk to a member of staff please contact your child's teacher, the SENDCO or the Head Teacher on 01942 723552.

### Which other professionals can I contact for help, advice and support?

· Parent Partnership (01744) 822160

- School Admissions (01744) 671035
- School Nurse (01744) 816831
- Speech and Language Therapy (01744) 646548
- Occupational Health and Physiotherapy (01744) 646556
- Children's Disability Service (01744) 673900
- Inclusion Officer, Atlas House (01744) 671105

The Local Offer for St Helens is available on their website: [www.sthelens.gov.uk/sen](http://www.sthelens.gov.uk/sen). This will include the SEN complaints procedures.