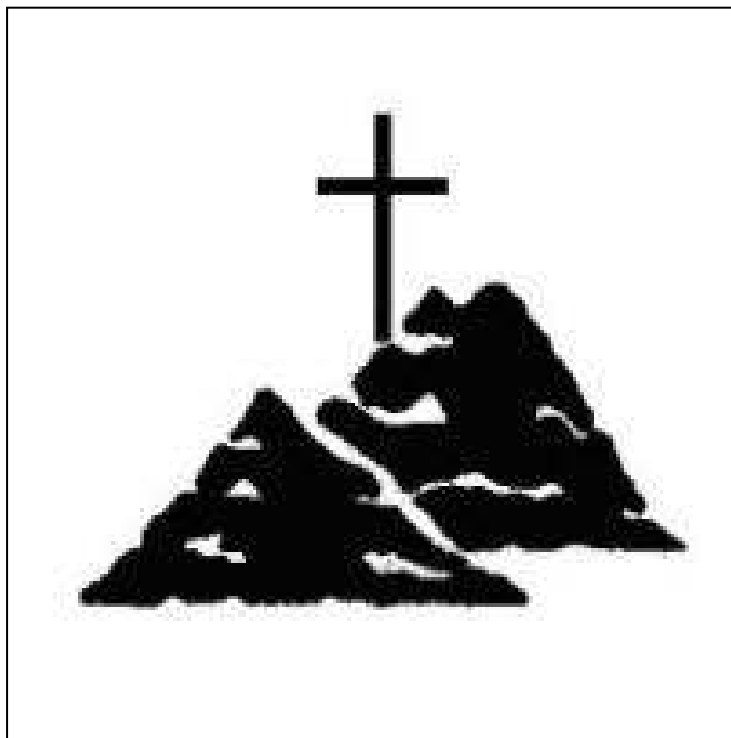


Ladymount Catholic Primary School



SEND Information Report
September 2016

SEND Information Report.

At Ladymount Catholic Primary School, we embrace the fact that **every child is different** and, therefore, **the educational needs of every child are different** - this is certainly the case for children with Special Educational Needs.

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

1. How do the staff at Ladymount know if children need extra help and what should I do if I think my child may have special educational needs?

The class teacher is the first point of contact for parents who have concerns over their child's progress or think their child may have developed additional needs. Following this, the class teacher may liaise with the school's Special Educational Needs Co-ordinator (SENCo) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt that supplementary assessments or investigations are required.

2. How will Ladymount staff support my child?

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

For many children, targets will be connected to **cognition and learning** and will often be specifically linked to their progress in the areas of English and/or mathematics. For other children, targets may be concerned with social interaction, communicating with other children and adults, emotional difficulties, overcoming physical issues (e.g. problems with fine motor control)....the list is endless. **The targets set will depend on the needs of the individual child.**

In the classroom, programmes of study are delivered daily using a multisensory approach and from the beginning of your child's education at Ladymount there is an emphasis on Phonics and basic skills.

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

Pupil progress meetings are held termly to discuss the progress of the pupils with the Headteacher. These shared discussions will highlight any further support or intervention that

individual children may need in order to increase progress and bring the child back on track to meet their end of year targets.

Additional needs that have been identified are met through daily intervention groups and are recorded on Cohort Provision Maps. Examples of intervention groups are; fine motor skills, co-ordination, memory, speech and language programmes. Where necessary, **Outcome Support Plans (OSPs)** are written to outline specific targets and strategies planned for an individual child's intervention groups and copies of these are discussed with parents and sent home. The child's view is valued and an important part of the process.

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

The Governors at Ladymount are responsible for the overseeing of all procedures in school and visit the school regularly in order to carry out their responsibilities.

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

All Ladymount all pupils benefit from a range of teaching and learning styles; a broad, balanced and differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; differentiated booster groups; and a broad range of extra-curricular activities.

We believe it is important for children to develop relationships with a number of adults across the school and ensure that all staff understand the specific needs of children with any special educational needs. Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught across EYFS and Key Stages 1 and 2 and is embedded across the curriculum.

We ensure that children with specific difficulties in English and mathematics are able to access the curriculum and this is done using a wide variety of resources. It may be that your child needs specialist equipment e.g. writing slopes, pencil grips, posture support cushions and chairs and these will be provided by school to help your child make progress.

Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many ways not only through academic achievement. We aim to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.

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

Typically, a child with Special Educational Needs and/or Disabilities, will have an **OSP (Outcome Support Plan)** which sets out the targets that are currently being addressed and outlines any **additional** provision that is being put in place for that child. The content of the OSP is negotiated, as appropriate, with the child and the child's family. Copies of your child's OSPs will be sent home when they are reviewed and new targets set. The parents of children who have an OSP will meet with the class teacher more frequently in order to discuss progress

and update the targets on the OSP as they are achieved. Parent Teacher Interviews (PTIs) are held twice a year for teachers to discuss your child's progress and attainment. At the end of each year (in the summer term) you will receive a written report outlining progress made over the academic year and targets are set for your child to work towards for the following year.

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

Your child's well-being and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Should there be an additional behavioural need, a plan will be drawn up for the individual child outlining the targets and strategies to support the child.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties, including:

- Teachers and Teaching Assistants readily available to discuss issues and concerns
- Person centred planning
- Clubs and extra adult supervision from Teaching Assistants and Senior Leaders at lunchtime to support children who find these times of the day more challenging.
- One page profiles are used to support pupils, and these are particularly beneficial for our pupils with social communication difficulties. The one page profiles enable us to work collaboratively with the child and their parents, to find out more about their views on school and their likes and dislikes. These are shared with adult stakeholders within school to help them support the child's learning and behaviour in school.

For children who have additional medical needs, the support that school can offer includes:

- If a pupil has a medical need then a detailed **Individual Health Care Plan (IHCP)** is compiled with support from the School Nurse in consultation with parents/carers. These IHCPs are then shared with adult stakeholders within the school to ensure that the child's medical needs are met.
- Most Teaching Assistants are trained in first aid and in agreement with parents/carers medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member.
- Most staff are trained in how to use a defibrillator and school has one on the premises.
- All adults working within the school are made aware of children with specific medical needs using the medical communication board located outside of the staffroom.

At Ladymount we pride ourselves on how we promote children's well-being and emotional health.

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

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

- School Nurse
- Speech and Language Therapy

- Occupational Therapy
- Educational Psychologists
- Educational Welfare Officer
- Vision and Hearing Support
- Outreach support from specialist schools, e.g. Gilbrook and Stanley School
- Outreach support from Orrets Meadow (working within school)
- Specialist support from Portage/Autism Social Communication (ASC) Team
- Social services - Wirral Gateway
- Social Care Family Support Worker
- Paediatricians - accessed via school nurse and/or GPs
- Local Authority Statement Team
- Wired/Parent Partnership
- Wirral Autistic Society
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)

7. What training have the staff supporting children and young people with SEND had or are having?

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

- Autism
- Social Communication Difficulties
- Speech and Language
- Dyslexia
- Dyscalculia
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioural Needs
- First Aid (including Paediatric First Aid training for some members of staff)
- Training in certain medical needs (e.g. asthma, EpiPen administration)

Professional Development is ongoing and our staff receive regular training to support the needs of the pupils in their care.

8. What intervention programmes would my child be able to access within school?

At Ladymount all children are entitled to and will receive Quality First teaching. This consists of:

- High quality differentiated planning, teaching and delivery of the National Curriculum in all year groups.

- Small teaching groups with children working in KS2
- Support from a TA where one has been allocated to a class or year group
- Supported guided reading sessions following approved schemes or free reading books
- Effective teaching of Mathematics using the Singapore maths teaching programme.
- Effective teaching of daily phonics and spelling
- Effective use of differentiated assessment techniques to enable pupils to demonstrate what they have achieved, including AFL
- Merits / House award system in KS2
- Individual pupil targets set by class teacher where necessary to raise attainment
- Application of Growth Mindset training in all year groups

At Ladymount we have the following intervention programmes available should your child require further targeted SEN support.

- Phonic catch up work where children require additional support (mainly Year 1 / 2)
- Individual reading where children require further support on a 1:1 basis
- Individual / groups maths intervention / Singapore catch up
- Specific OSP intervention relating to targets set
- Specific ASP intervention relating to targets set
- Orreets Meadow Outreach Support 1:1 for Literacy
- Nessy Reading and Spelling Programme
- Beanstalk Reading Support Programme
- Speech and Language intervention - delivered in school following programmes devised by Speech Therapist
- Seasons for Growth
- EAL Intervention Programme for children with English as an additional language who required further support and intervention
- Hearing support intervention - under the guidance of the Hearing Support Service
- Vision support intervention - under the guidance of the Vision Support Service

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

It is worth noting that we do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead, actively try to ensure that **all of our extra-curricular**

activities are adapted for children's specific needs making the activities accessible to all children. We are delighted with the number of pupils with Special Educational Needs who participate fully in school trips, residential visits, extra-curricular clubs, art endeavours, sports teams and school committees. As a fully inclusive school, all children participate in the whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

10. How accessible is the school environment?

Ladymount is a fully accessible, single story building with wheelchair access to the main school from the rear Staff Entrance, where there is a designated parking space, and access onto the playground via a slope from the main entrance. There are two accessible toilets, one located in KS1 and the other one situated off the main entrance. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure. The edges of the front entrance steps and the KS2 steps have been painted to make them more visible in order to address the needs of any visually impaired visitors to the school.

11. How will the school prepare and support my child when joining Ladymount or transferring to a new school?

Parents and children are welcome to look around Ladymount, by booking a prior appointment with the school office, to see the excellent provision we offer and whether you feel we can meet the needs of your child.

Your child, if particularly worried or anxious, will be offered some transition visits and an opportunity to meet their new class teacher and their peers. Often we find a short transition is most successful.

Transition to Secondary School can also be a worrying time for both parents and the child, so at Ladymount we do additional transition visits and talk at length to Secondary teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally.

Some children can find transition to a new class within school a stressful experience and for these children we offer internal transition support, suited to the needs of the child.

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

Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCO to manage and monitor the support. Further information relating to the allocation of Pupil Premium funding is available on a separate tab on the school's website.

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

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this support may be. Typically this support continues to be

provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial, this is agreed by senior leaders as the resources are often provided within the school or can be delivered from outside agencies.

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

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

- | | |
|---------------------------------------|---|
| * Discussions with the class teacher | * Annual reviews |
| * PTIs | * Parent workshops |
| * Discussion with other professionals | * Parent coffee mornings |
| * Secondary transition meetings | * Attendance at school information meetings |

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

The first point of contact for anything related to your child's education is their class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Home School books can be used for communication or staff are usually available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the school office to make an appointment.

For matters not directly related to your child's academic progress, parents are invited to contact the school office and the SENCo, the Deputy or Headteacher will be available to talk to you at a mutually convenient time.

If you feel your matter still has not been dealt with, you can follow the procedures outlined in our school complaints policy, which is located on our school website under the policies tab.

We hope that this report has provided you with the relevant information you require, however please do not hesitate to contact the school if you have any further questions regarding any of the above report.

Ladymount SEND information report published September 2014 in line with the revised SEN Code of Practice June 2014.