

St John Bosco RC Primary School's Support Offer for Children & Young People with Special Educational Needs and Disabilities (SEND)

How we identify individual special educational learning needs

- ❖ When pupils have identified SEND before they start at St John Bosco, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we can manage it.
- ❖ If you tell us you think your child has a SEND we will discuss this with you and investigate your child's needs further. We will share what we discover with you and agree with you what we will do next and what you can do to help your child
- ❖ If our staff think that your child has an SEND this may be because they are not making the same progress as other pupils; for example they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. Should we require further help we will contact specialist support services.

How we involve pupils and their parents/carers in identifying SEN and planning to meet them

- ❖ We are a child and family centred school, so you will be involved in all decision making about your child's support
- ❖ When we assess SEN we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- ❖ During termly Assess, Plan, Do and Review meetings with parents we discuss and write and review targets for your child. Where appropriate children are also involved in the target setting process. Copies of these targets are sent home to enable you to work with your children on these at home as well as in school.
- ❖ Children's views are sought through appropriate measures e.g. short pupil views questionnaires. These views are taken into consideration during the target setting process.
- ❖ If your child has a higher level of need, their targets will be discussed with you and presented on a Support Plan. This Plan will be reviewed every term in a meeting with parents/carers and any outside agencies which have been involved.

How we adapt the curriculum so that we meet SEND

- ❖ All our staff are trained to make materials and lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required.
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEND. These schemes provide a variety of activities which include ICT.
- ❖ We use levelled books for reading books using Accelerated Reader for KS2 and levelled reading books using Read Write Inc for KS1.
- ❖ Our Phonics groups are streamed to target specific Phonic needs and levels from EYFS to KS1. Any KS2 child who did not pass the Phonic Screening check will receive phonics intervention.
- ❖ For maths, Power Maths, White Rose Hub Maths, Numicon, 5 minute Box and various maths and number apps on the iPads are used.
- ❖ We use 'IDL' intervention for literacy and maths support.

- ❖ We use Social Stories and SEAL for personal, social and health education. Our classroom environment and ethos are based on Adrian Bethune's 'Happy Classroom' to support the children's happiness and wellbeing.
- ❖ We use 'Motional Tool' to assess, measure and understand how well a child is functioning in terms of their mental health and wellbeing. We use suggested programmes to improve aspects of a child's mental health.
- ❖ We provide social skill and confidence boosting support during the week to build specific, targeted skills to children who struggle with self-esteem, self-confidence, behaviour and social interactions.
- ❖ We have a dark sensory tent with many sensory lights in it which caters for the many of our children who have sensory needs and find this a calming and relaxing space to be in.

How we modify teaching approaches

- ❖ All our staff are trained so that we are able to adapt to a range of SEND:- specific learning difficulties (including dyslexia) (SpLD); autistic spectrum condition (ASD); speech, language and communication needs (SLCN); and mental health and wellbeing (MHWB)
- ❖ All of our teaching staff is accountable for every member of their class. Quality First Teaching is the pinnacle of each class and all teachers ensure that work is differentiated and appropriate for all levels of ability.
- ❖ Adaptations are made for children with social difficulties, hearing difficulties and physical difficulties (e.g. wheelchair access / disabled toilets etc)
- ❖ Teaching is modified using a range of different strategies, these include: use of visual aids, modifying and pre teaching specific vocabulary, seating arrangements in class, differentiated independent tasks, use of resources or adult support to aid learning.
- ❖ Each member of staff ensures that they provide for all types of learners – kinaesthetic, visual and auditory learners
- ❖ Our school regularly identifies training needs within the staff, and ensures that these needs are provided for by offering training opportunities.
- ❖ Depending on experience and expertise in areas of SEND. Teaching Assistants and support staff are matched with specific year groups and/or groups of children, so that all children's needs are met.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

We consistently check that progress is good.

- ❖ We check how well a pupil understands and makes progress in each lesson, by asking them to evaluate their own work before handing it in and through ongoing assessments and evaluations.
- ❖ Our Senior Leadership Team monitors the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress, including those with SEND.
- ❖ Our Senior Leadership Team monitor planning provided for SEND children, their books and work and quality of teaching given to them.
- ❖ Pupils who have Educational Health Care Plans will have two reviews each year as well as the Annual Review, which is reported to the Local Authority. Pupils on the SEND register have a meeting with parents every term at the SEND Support Plan Review.

What equipment or resources we use to give extra support

- ❖ We use workstations; visual timetables; 'Now and Next...' cards, Time Out areas, coloured overlays, steps to success, pencil grips, ICT programs and countdown timers for pupils who need it, sensory tent, ear defenders, visual supports/ reminders eg mnemonics for b/d etc.
- ❖ We deliver Speech & Language programmes provided by the Speech and Language Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time.
- ❖ We use the First Response pack for social communication and speech and language development.
- ❖ We have members of staff in the Early Years and Foundation stages who are trained in Speech, Language and Communication programmes such as Elklan.
- ❖ We use a range of strategies to support pupils social and emotional needs, these include: Play Therapy, sessions with our Learning Mentor, Year 6 nurture group, time with key members of staff the child has identified. This is monitored during termly review meetings with parent and children (where appropriate), observations from staff and children's voices questionnaires. Any reports of bullying are dealt with in accordance with the schools Anti Bullying policy.
- ❖ We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.
- ❖ Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services, such as the Sensory Support Service.
- ❖ We use Play Therapy to support children with emotional and social difficulties.
- ❖ Any additional equipment, adjustments to the timetable or interventions that the children are involved in are regularly reviewed to assess the positive impacts they may be having on the child. These interventions etc. are modified or changed if parents, staff or the child feels they are not working or needed anymore.

How accessible is the school environment?

- ❖ The school is wheelchair accessible to the ground floor and there is a disabled parking space on the car park.
- ❖ There is a disabled toilet with changing facilities.
- ❖ Our EYFS playground, Astro pitch and garden are wheelchair accessible.

What extra support we bring in to help us meet SEND: Specialist services, external expertise and how we work together collaboratively

- ❖ As part of the Assess, Plan, Do, Review Cycle, we gain support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism, PIP)
- ❖ We get support from local authority services.

- ❖ We get support from Speech and Language Therapy (SALT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy
- ❖ We get support from Occupational Therapy (OT) for pupils who need assessment.
- ❖ We work closely with the Educational Psychologists who support and advise us for a variety of issues. They write reports and support us with referrals for EHCPs.
- ❖ We work closely with the Child Development Service and Community Outreach Workers.
- ❖ We refer pupils to CAMHS and act on advice and support given.
- ❖ We work closely with a play therapist to provide therapeutic interventions to children who need support with their mental health and well being.
- ❖ Any advice and recommendation given from other professionals is shared with relevant staff and incorporated into the child's Support Plan. This is reviewed during termly reviews with parents and the child (where appropriate).
- ❖ Together with the pupil and the parent we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability.

Extra-curricular activities available for pupils with SEND

- ❖ We have a number of before and after school activities, which are open to all children. All children have access to these clubs, regardless of their ability, and every adaptation needed is made to ensure that every child gains fair access to the clubs.
- ❖ We have a breakfast club every morning and an after school club and any child can access these.
- ❖ We have regular educational visits as well as people coming into school to support different topic areas. We choose visits which are accessible to all.
- ❖ We have one residential trip each year to Robin Wood, which is open to Year 6. All children, as well as those with SEND are always included in these. We provide any support needed for their full inclusion.

How we support pupils in their transition into our school and when they leave us

- ❖ For children who are first joining our Reception class, key workers and the SENDCO will attend a transition meeting at their Nursery to discuss SEND arrangements / needs. Information will be gathered and any necessary support will be put into place on their entry to the school. Two members of staff will visit the child at home before they start to meet them and their parents.
- ❖ For children who join the school mid-way through the year, the SENDCO will liaise with the class teacher at their previous school to discuss SEND arrangements.
- ❖ When children move from one year group to the next, all SEND information is passed up to their new teacher during a transition meeting, to ensure that good practice is continued. New teachers also attend Review meetings.

- ❖ For children who struggle with change, transition arrangements begin in the Spring term. Children can start to meet their new teacher regularly, visit the classroom regularly and do some activities in their new classroom to familiarise themselves with their new environment.
- ❖ Transition arrangements for children leaving year 6 are very important to us. A number of meetings will be held throughout the year to discuss arrangements for moving to another school. These meetings will involve any outside agencies who have had involvement with your child; and teachers/SEND COS from their future secondary school will also be invited, in order for them to gain a clear understanding of your child's needs. Examples of good practice / advice will be shared with the secondary school to ensure a smooth transition from one school to the next.

How additional funding works

- ❖ Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.
- ❖ If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where pupils can get extra support

- ❖ Your views are important to us and we want to listen to them and know that you are satisfied with what happens in school to support your child.
- ❖ In school, you are welcome to contact any member of staff regarding any queries or issues you may have. If your enquiries are specific to SEND, you can ask Mrs Johnson (Headteacher) or Mrs Pearson (Deputy Head & SEND CO). They will follow up your concern and make sure your views are taken into account.

Where parents/carers can get extra support

Parents can get extra support from Information, Advice and Support (IAS) service, link to website parents@manchester.gov.uk

- ❖ . This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Manchester Statutory Assessment Team, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.
- ❖ Parents can also get further support and advice from Manchester Local Offer. The local offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies. Manchester local offer website: www.manchester.gov.uk/sendlocaloffer

Parents can also receive advice and support from Early Help Services www.manchester.gov.uk/earlyhelp

The aim of the Manchester Early Help Service is to build capacity in communities that will prevent crime,

support education and enterprise, and keep children, young people and their families healthy and safe. They aim to do this by working with other agencies and directly with people from local communities.

Other information and support

Links to other policies – This policy should be read in conjunction with the following policies all available on our [website](#):

- Complaints policy
- SEND Policy
- Privacy Policy
- Medical Policy
- Anti Bullying Policy

What to do if you are not satisfied with a decision or what is happening (for parents)

Your first point of contact is always the person responsible – this may be the class teacher; the SENDCo or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher, then ask for the school Governors representative. Link to complaints policy - http://www.st-johnbosco.manchester.sch.uk/serve_file/169573

- ❖ If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Statutory Assessment Team
Universal Square
Devonshire Street North
Ardwick
Manchester
M12 6JH

0161 274 7084

sen@manchester.gov.uk

SENDCo Contact Details

Louise Pearson
St John Bosco Primary School
Hall Moss Road
M9 7AT

sen@st-johnbosco.manchester.sch.uk

0161 740 7094

For advice and support relating to SEND:

Information, Advice and Support (IAS)
Hulme District Office
323 Stretford Road

Hulme
M15 4UW

Helpline – 0161 209 8356

parents@manchester.gov.uk