

## **HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?**

At St Anne's RC Primary and Nursery School Primary School children are identified as having Special Educational Needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by a parent
- Concerns raised by a teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. Educational psychologist, Speech and Language Therapist, CLASS, Specialist schools
- Health diagnosis through paediatrician

## **HOW WILL I RAISE CONCERNS IF I NEED TO?**

- Any concerns raised are taken extremely seriously. We work using a graduated response. If you have concerns you can speak to the child's class teacher who will then liaise with Mrs Gaffney and/or Mrs Partridge.

## **HOW WILL SCHOOL SUPPORT MY CHILD?**

### **WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?**

- Mrs Partridge and Mrs Gaffney oversee all support and progress of any child requiring additional support across the school.
- Targets to meet individual needs will be agreed with staff and parents.
- Children will, (if appropriate) be included in target setting,
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a small group. The regularity and content of these sessions will be explained to parents before the support starts. This can vary as a child progresses and in order to promote independence.
- You will be made aware of the person/people who are supporting your child and the content of the support. This will enable you to continue in the same vein at home when supporting your child.
- Sometimes outside agencies will support a child for specific period of time. If this is the case you will be involved in the process leading to this decision.

### **WHO WILL EXPLAIN THIS TO ME?**

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information Mrs Partridge and Mrs Gaffney are available to discuss the support your child is receiving in more detail. Mrs Partridge

will send out regular (Half Termly) invitations to arrange these meetings.

### **HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

- Mrs Partridge and Mrs Gaffney report to the Governors each term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- Mrs Carolyn Burke is the Governors responsible for SEND and meets with Mrs Gaffney. They report termly to the full Governing Body to keep all other Governors informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make at least expected progress.

### **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?**

- Each child is an individual and unique.
- We aim to ensure that all children are included in all lessons within school. This is achieved in a variety of ways:
- All planned activities within class are pitched at an appropriate level so that all children are able to access the learning at their own level. Typically this might mean that in a lesson there would be different levels of work set for the class, however, where necessary and, as appropriate this can be individually differentiated, which may also include the support of an adult.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their own individual level.
- We operate a policy where children have access to any resources within the classroom that they feel will aid their learning.
- Independent learning is promoted as part of school policy and children are supported accordingly. This ensures all children develop a range of skills including taking ownership of their own learning.

### **HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- At St Anne's we believe that your child's successful education should be the result of a partnership between home and school. It is within this belief therefore, that we keep communication channels open and communicate regularly, especially if your child has complex needs.
- At St Anne's we operate an open door policy where you are welcome any time to make an appointment to meet with either the class teacher, Mrs Partridge or Mrs Gaffney to discuss your child's progress. In these meetings and knowing how your child learns at school, we are able to offer advice and practical ways that you can help your child at home.
- If your child is on the SEND register they will have a Provision Map, mapping out their individual targets. They may also have group targets.

These are discussed on a termly basis and parents are given a copy of the agreed targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

- Currently, If your child has complex SEND they may have an Education, Health and Care Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

- **HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we measure children's progress in learning against National age related and Year Group expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Nursery through to Year 6, using a variety of different methods including how they are performing against the expectations for the end of each year group.
- Children who are not making expected progress are identified through Pupil Progress Review meetings with the Class teacher, Mrs Partridge and Mrs Gaffney. These meetings may also include Mrs Fitzgerald who is our Reading Recovery/ Numbers Count Teacher, the class Teacher and/or any Teaching Assistant who works with your child. As part of these meetings we discuss any areas of concern, why individual children are experiencing difficulty and what further support can be given to aid their progress. If your child is discussed at one of these meetings you will be informed.
- When the child's targets are reviewed, comments are made against each target to show the level of progress made. If the child has not met the target, the reasons for this will be discussed, the target may be adapted into smaller steps or a different approach taken to ensure progress.

- **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

- **WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL**

- St Anne's is an inclusive school; we welcome and celebrate diversity. As a school, we believe that high self-esteem is crucial to each child's well-being. In order you achieve this across all phases of school we have a strong, knowledgeable, caring and understanding team.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is required the class teacher will liaise with Mrs Partridge or Mrs Gaffney for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

- At St Anne's we are privileged to have Mrs Brennan, our Learning Mentor, who is able to support with any barriers that may hinder your child's learning.
- Essential medication for long term or life threatening conditions will be administered. This is arranged through regular meeting with the parents, school and relevant Health Professionals.
- School staff have recently been trained in Anaphylaxis and the use of epi-pens.
- All Teaching and non-teaching staff in the Early Years Foundation Stage are Paediatric First Aid Trained.
- All other Teaching Assistants have First Aid Training. There are 4 fully qualified First Aiders in school.
- St Anne's is to have a Defibrillator installed in school in September 2017.
- 12 members of staff will be fully trained in its use.

### **HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school has a policy regarding the administration and managing of medicines on the school site.
- As a rule we do not administer routine medication such as Calpol/ Antibiotics.
- You are asked to contact Mrs Gaffney if medication is recommended by a Health Professional to be taken during the school day.
- On a day to day basis asthma inhalers are administered by Mrs Hutchinson. A daily register of administration is kept and parents are invited to speak to Mrs Hutchinson at the end of each day if they have any concerns.
- As a staff we have appropriate training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Parents of children requiring life-saving medication are asked to meet with Mrs Gaffney. Training and meetings with relevant professionals ensure that the child is catered for appropriately.

## **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

- As a school we have a firm, fair and positive approach to behaviour.
- There is a clear reward/sanction system. Class Behaviour Plans are drawn up with each class teacher and their class in September. These are then shared with parents.
- The Behaviour Policy is web based and a hard copy is also available on request from school. As a parent you have full access to it. This is adhered to by all staff and pupils.
- The Behaviour Policy forms part of our first week routines with children each September.
- At the start of each new school year, Behaviour Plans are drawn up with the children and staff in each class: These are shared with parents and children in the third week of September.
- If a child has behavioural difficulties an Individual Behaviour Management Plan is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, our rate of exclusions is very low.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by Mrs Brennan. Lateness and absence are recorded and reported to the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

## **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- At St Anne's as part of our Behaviour Plans we discuss and agree our roles, rights and responsibilities. Each child is able to express their views on all aspects of school life. This is carried out through assemblies, Pupil Voice weeks, Gift Chaplaincy Team, Caritas Ambassadors, Bee Buddies, Journalists, Sports Ambassadors, E Saety Squad etc and via the School Council.
- If your child has a CAF or Provision Map in place their views will be sought before and/or during any review meetings.

## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Mrs Gaffney is fully accredited. Mrs Partridge has many years experience and will embark on her SENCo accreditation this academic year.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
  - Behaviour Intervention; Health including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.
- The school has ordered a Defibrillator and are awaiting training.

## **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

As a school we have had training in:

- asthma
- epilepsy
- cystic fibrosis
- sickle cell anaemia
- the effective support and teaching of pupil's diagnosed with Autistic Spectrum Disorder
- the effective support of dealing with specific behaviour difficulties
- Behaviour Plans
- We are a Reading Recovery School
- Mrs Fitzgerald is a qualified Reading recovery teacher and a Better Reading Programme Trainer
- Staff and some parents are trained as Better Reading Partners
- delivering reading and spelling / phonics programmes.
- Mrs Fitzgerald, Mrs Partridge and Mrs Morgan are fully trained in the Numbers Count Programme (Mathematics) and work with children across the school. These interventions can be either one to one or small group work.

## **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and school life in general.
- All children are included on school trips. This is usually achieved through discussions with parents to ensure the necessary support.
- A risk assessment is carried out prior to any off site activity to ensure the Health & safety of everyone. In the unlikely event that it is considered unsafe for a child to take part in an activity, after discussion with parents, appropriate and alternative activities will be provided in school.

## **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The school site is entirely wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.
- We liaise with relevant agencies as necessary to assist us in supporting our families with English as an Additional Language.

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting when they will meet their class teacher and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- Opportunities for parents to meet staff and take part in planning meetings prior to your child starting school.
- When children are preparing to leave us for a new school, typically to go to Secondary Education, we arrange additional visits. Our 'feeder' Secondary school, St Thomas More RC College have an agreed

programme specifically tailored to aid transition for the more vulnerable pupils.

- Mrs Partridge and or Mrs Gaffney/ Mrs Duffy meet with the staff from the new school to discuss the transfer of all children.
- If your child has additional needs a transition meeting is arranged to which we will invite parents and staff from both schools to attend. The child is invited to the latter part of the meeting.

### **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?**

- We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available.
- The budget is allocated on a needs basis. This is usually through in-class support or small withdrawal groups.
- The services of an Educational Psychologist or other specialist may be required.

### **HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- The class teacher in discussion with Mrs Partridge, Mrs Duffy and Mrs Gaffney will decide the child's needs and the necessary support.
- Different children will require different levels of support in order to close the gap to achieve age expected levels.
- This will be through on-going discussions with parents

### **HOW DO WE KNOW IF IT HAS HAD AN IMPACT?**

- By reviewing children's targets and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Partridge or Mrs Gaffney.
- Look at the SEN policy in school
- Contact Tameside Parent Partnership. Tel: 0161 342 3383  
Tameside Parent Partnership Service  
Room 2.42  
Tameside MBC  
Council Offices  
Wellington Road  
Ashton under Lyne  
OL6 6DL
- **Contact IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk](http://www.ipsea.org.uk)**

### **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

- Contact Mrs Derbyshire or Mrs Heath at the school office to arrange an appointment to meet the Head Teacher, Mrs Gaffney or Deputy Head teacher , Mrs Duffy who will be happy to discuss how the school can meet your child's needs.