

St John's Catholic Infant School

"Loving, Learning and Laughter Together with God"

Article 28: Every child has the right to an education.

Article 3: "The best interests of the child must be a top priority in all actions concerning children"

Article 23: "A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community"



School Offer – SEND Information Report

"We will offer *every* child - whatever their individual characteristics - the chance to achieve their full potential, feel secure and enjoy growing up."

Special Educational Needs & Disabilities (SEND)

The Children's and Families Act 2014 forms the basis of our School Offer, consisting of information for Parents/Carers of children who have Special Education Needs or a Disability, and all of those who support children with additional needs. This information outlines the support and provision they can expect to receive whilst attending this school.

Consideration is also taken of the Single Equality Act and of the SEN Code of Practice.

We at St John's Catholic Infant School believe that every child is a unique gift from God with his or her own special gifts. 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 and Disabilities. It is the aim of this school to identify and assess the specific needs of any child and to give him/her the support, love and encouragement to the best of our ability, with an education that meets their needs. As a Catholic school our commitment to Christ's ministry and to the uniqueness of each individual places us in an ideal position to respond with imagination and sensitivity to the specific needs of the children in our care.

The principles of the school's Mission Statement and Values are fully integrated into our Special Educational Needs provision. By this we aim to maintain an inclusive learning environment in which all pupils feel happy and secure and to provide a quality of special needs provision that will enable them all to reach their full potential.

From time to time, some children require additional support to help meet their needs and/or improve their learning. Through consultation with Parents/Carers and School we will discuss a variety of factors including academic progress, and any further assessments or interventions which need to be carried out by teaching staff and other professionals so that they can fully access the curriculum effectively. As part of our support for all children in school we have regular opportunities to consult with other support services including health agencies to ensure that children have a smooth transition into school and are supported effectively when going through significant changes in their life.

What is the school offer?

'School Information Regulations' require schools to provide information on Special Educational Needs and Disability (SEND). On the Wirral, this is called the "School Offer" and through this each school will describe the range of provision and support available to support identified children as and when appropriate. This offer is subject to change depending on budgetary restraints and policy review.

Fourteen questions have been devised in consultation with the Parent Family Forum and other agencies which reflect their concerns and interests. These will be answered by schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are St John's Catholic Infant School's responses to these questions.

School Offer

1. How does St John's Catholic Infant School know if my child needs extra help and what should I do if I think my child may have special educational needs?

Throughout the year, class teachers, subject leaders and the senior leadership team closely monitor the progress of all the children in the school so that when a child is not making the progress that they expect them to in a particular area of learning, they can identify and implement additional support required. This will be discussed with the parents/ carers of the child.

There is an open door policy at the school. If a parent/carer is concerned about the progress their child is making, they can initially speak to their child's class teacher or alternatively, they can arrange to meet with the Special Educational Needs Coordinator (SENCO).

2. How will St John's Infant School support my child?

The level of support your child receives will depend on their needs. As part of the school day in each lesson, learning will be matched to the individual needs of the children. They will be provided with activities that are appropriate to their level. When the school identifies the need for additional support to enable a child to make expected progress, the parents/ carers will be invited to a meeting with the class teacher and/or the SENCo to discuss the support your child needs and implement an individual support plan. Further meetings will then take place to discuss the support your child has received in the current term and whether they will need continued support in the following terms.

If your child has an Education & Health Care Plan (EHCP) or a Pupil Funding Arrangement (PFA), they will have a Person Centred Plan which includes an Additional Support Plan (ASP). This will be reviewed by the teacher, adults working with your child, and your child every term and new targets set.

We use a range of strategies to support children that make use of all available classroom and school resources. 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; mentoring; counselling; and access to a wide range of outside agencies. At St John's we have teaching assistants working in the class to support children who work with individuals and small groups of children with identified needs.

Additional provision is overseen by the school's SENCo and is designed and implemented by the teachers supported by the teaching assistants. For many children, targets will be connected to learning and will often be specifically to do with literacy or numeracy. For other children, they may be to do with social interaction; communicating with children and adults; emotional difficulties; overcoming physical issues (e.g. problems to do with fine motor skills).

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

All children have an entitlement to a broad and balanced curriculum and St John's Infant children benefit from a range of teaching and learning styles; a carefully planned curriculum with clear learning objectives; a range of adapted learning materials (both for reinforcement and extension); assessment procedures that emphasise children's strengths and achievements which is used to inform the next stage of learning; access to Computing; and a broad range of extra-curricular activities. This enables children to understand the relevance and purpose of learning activities. It

also allows them to experience levels of understanding and rates of progress that bring about feelings of success and achievement.

During the school day, work will be adapted by the teacher, so that it meets the needs of your child. Both the teacher and teaching assistant support groups within the classroom. Children may also be given additional support in the form of additional small group or 1:1 teaching sessions based on their needs by the additional support teacher or teaching assistants.

The school also welcomes advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve internal staff (Head, Deputy Head, Assistant Head, Early Years Manager, SENCo etc...) as well as external staff (speech therapists, school nurse, educational psychologist etc..). We employ our own private Speech and Language Therapist to help support our provision.

We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. Any extra support provided should be effective in supporting the children make increased progress.

The Governing Body is responsible for monitoring the effectiveness of the provision we have put in place and the SENCo liaises with the Governor with responsibility for SEND regularly to report back on the progress of children with SEND.

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

As part of the school day and in each lesson, learning will be matched to the individual needs of the children. They will be provided with activities that are appropriate to their level and where necessary, expertise from outside agencies is drawn upon in order to match them to the child's needs. The child's class teacher will have set targets that are currently being worked on and planned what additional provision is to be put in place for any child with additional needs. Progress is monitored carefully through the use of on-going and termly assessments. Parents/carers will be invited to a termly meeting as well as the termly parent's evening to discuss the achievements, progress and support the school is providing. Targets and next steps will be set for the children following a discussion with the children and their parents and at the meeting strategies of how children can be supported at home will be discussed.

Formal reviews are held once a year for those children with an Education & Health Care Plan (EHCP) or Pupil Funding Arrangement (PFA), to discuss their progress, their current areas of special need and any other additional needs which have been identified.

The class teacher will be happy to talk to you about your child's progress and any other issues as often as you both feel necessary. If it is felt appropriate a home/ school book is used.

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. As a Catholic School, the self-esteem, self-respect, spiritual awareness and self-confidence of each child is at the heart of the school to ensure that each child reaches their full potential in all aspects of school life. We encourage each child to understand that they are both special and unique. 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.

The school offers a wide variety of pastoral support for children encountering emotional difficulties:

- At a whole school level, we encourage our children to follow our school values, Golden Rules and each class has a charter of behaviour which looks at the rights and responsibilities of the children in our school;
- Use of our RE programme, prayer & worship, circle time, PSHE sessions and assemblies ensure the school is developing children's personal, social, spiritual and moral education as well as their academic education;
- Teachers and teaching assistants readily available to discuss issues and concerns;
- The use of person centred profiles;
- The school works with parents and carers to encourage high levels of attendance;
- The school has a very supportive and strong ethos and a very positive approach to behaviour management. Reward systems such as stickers to encourage good behaviour are used throughout school;
- A lunchtime "Drop In" club for children to access during the lunch hour for some quiet time away from the playground;
- "Next Step" cards are used to support vulnerable children and support their emotional and behavioural needs;
- Social stories are written with our children with social communication difficulties and their parents, to support through transition and at any difficult times. These are shared with adults within the school to help them support the child's learning and behaviour in the school;
- If a child has a medical need then a detailed Health Care Plan is compiled with support from the School Nurse in consultation with parents/carers;
- The School employs a private Speech and Language therapist who is always available to support children and families.
- All staff are trained in first aid and in agreement with parents/carers medicines are administered in school but only where a signed consent form is in place to ensure the safety of both child and staff member;
- A group of staff are trained on how to use a defibrillator and school has one on the premises;
- All staff have updates in Epipen and inhaler training as well as any other specific training required for children in our school;

We pride ourselves on how we promote children's well-being and emotional health at St John's Infants.

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

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, emotional, behavioural and social needs of our children. The school accesses a range of specialist services independently or through the authority:

- School Nurse
- Speech and Language Therapist (Both NHS and Private)
- Occupational Therapist
- Educational Psychologist
- Physiotherapists
- Educational Welfare Officer
- Vision and Hearing Support
- Outreach support for from specialist schools
- Specialist support from Portage/Autism Social Communication Team
- Social Services - MASH
- Social Care Family Support Worker

- Paediatricians
- Local Authority Statement Team
- Wirral SEND Partnership
- Autism Together
- Child and Adolescent Mental Health Service (CAMHS)
- Sure Start Children's Centre
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)

7. What training are the staff supporting children with SEND had or having?

Staff training needs are assessed regularly. Different members of staff have received training related to SEND including sessions on: Autism, ADHD, Downs Syndrome, Social Communication Difficulties, Phonics, Social Emotional Behavioural Needs, First Aid and Behaviour management. We have also had specialist support workers to work alongside Teaching Assistants to train and support them in the work they do with specific children.

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

As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support will vary between children, but we adapt the activities and expectations to enable all children to take part.

The school carries out risk assessments for all children including children with SEND children before attending a school trip. For children with significant needs, they may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

9. How accessible is the school?

St Johns' Catholic Infant School is a single story building and fully accessible. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure. We have an accessible toilet (which includes baby changing facilities) and an additional changing area in the Pre School area, that can be accessed easily and ramps in designated areas for wheel chair access. Accommodating children with additional needs is carefully considered each year when children join the school or move classes.

10. How will the school prepare and support my child to join the school and transfer to a new one?

Before your child starts school either in Pre-School or when they join or transfer through to F2, we will meet with you so that we can ensure a positive start into school. Before joining Pre-School, there is an open morning for you and your child to come and visit the setting and spend some time in the classroom and meet with the staff.

When children start in Foundation Stage 2, they have induction day where they will be given the opportunity to meet their new teacher, teaching assistant and become more familiar with the setting. For children with additional needs we will arrange extra visits for your child if required. Parents are also invited to an induction evening with the Head teacher and Foundation staff where

routines of the school day will be discussed and there is an opportunity for parents to ask any questions they may have.

When joining our school from another preschool or nursery, the Early Years Manager will visit all children in their current setting. The class teacher and SENCo will also ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous setting or school. They will also liaise with parents to ensure the transfer to the school is as smooth as possible.

When a child is moving to a new school, a transition meeting will take place with the class teacher and SENCo of our school and the new school. Individual additional support plans and individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child. These ideas and meetings will also be shared with parents.

The types of provision we put in place to ensure a smooth transition and support our children when they are moving school are things such as extra class visits; social stories; taking photographs of the new staff; transition books; and the children's confidential files will be forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another.

11. How are the school's resources allocated and matched to the children's special educational needs?

School budgets are closely monitored to ensure the resources are allocated appropriately and carefully to match and cater for the needs of the individual children. 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.

12. How is the decision made about what type and how much support my child will receive?

As a school, all staff are aware of high quality, inclusive teaching approaches in order to meet the needs of all children. On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEND or health requirements indicates that additional support is required, discussions are held between the class teacher, SENCo and senior leaders to determine what this may be and you will have the opportunity to discuss this at the termly meetings. Typically, this support continues to be provided from within the class, but maybe targeted at specific times. The support given to an individual child will be based on that child's needs so the support for each child may be different, depending on their needs and learning style. If your child has an EHCP, it will specify how much support time your child will need. Support that has been put in place is reviewed termly to make sure it is the best support for your child to make good progress. Support can be adapted and other support put in place if needed. If your child has an EHCP we will also arrange an Annual Review meeting with you, to ensure that the plan is still appropriate for your child and make any changes.

13. How are parents involved in the setting? How can I be involved?

At St John's Infants, we welcome working in partnership with parents at all stages of their child's education. We understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in every decision making process and encourage you to meet with us as often as necessary.

14. Who can I contact for further information?

At St John's Infants, your first point of contact is always the class teacher. Staff are always available to talk outside of teaching hours by appointment which can be made for a mutually convenient time. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an on-going basis.

If your child has an EHCP or Pupil Funding Arrangement, the SENCo will oversee the implementation of the plan in school.

The named SENCo at the school is Miss Sharkey (Early Years) and Miss Owen (KS1) and our SEND Governor is Mrs McArdle.

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

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