



## St. Elizabeth's Catholic Primary Special Needs Information

*"Each child is an opportunity to celebrate the whisper of God"*

### GENERAL DESCRIPTION

At St. Elizabeth's we value each and every child. We endeavor to provide the best education we can regardless of need or disability. Our skilled and dedicated staff provides quality first teaching, personalised learning and appropriate interventions to foster achievement and progress.

We cater for children with a variety of needs and disabilities: communication and interaction, social, emotional and mental health difficulties, sensory and/or physical needs and cognition and learning needs.

The key individual in a child's education is the class teacher and we welcome parents making an appointment to communicate to them any concerns they have about their child. We have a SEN coordinator who oversees the progress of each SEN child and who liaises directly with external agencies that can support further. We also have a designated SEN governor.

As a school we identify a child as having special educational needs with reference to the 2014 SEN Code of Practice.

*"A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age."*

*The New Code of Practice 2014 6.12*

### QUALITY FIRST TEACHING PROVIDED TO ALL PUPILS

To ensure all pupils can access learning, the curriculum and learning environment are adapted.

Classrooms are well organised and contain visual supports, with resources accessible to all. Children are seated in the best place to optimise learning. Instructions are clear, concise and unambiguous. Teachers communicate in a way appropriate to a pupil's needs. Learning outcomes are modelled and demonstrated. Children who

require greater processing time are given it through the use of strategies such as Think, Pair, Share.

The curriculum is differentiated to fit with a pupil's level of attainment or development. Objectives, outcomes and ways of recording work may all be changed. We provide pupils with the opportunity to work individually and collaboratively. Independence is encouraged. Personalised learning aids such as word banks, number lines, pencil grips, memory prompts and coloured overlays are available. Intervention groups are organised and monitored by the class teacher in both Maths and English. All photocopies are done on dyslexia friendly buff paper. One of the reading schemes we offer is specifically designed to be dyslexia friendly. We also have a reading scheme designed specifically to encourage and develop boys reading.

We recognise that pupils have different preferred learning styles so offer a multi-sensory approach to learning. Interactive learning opportunities are offered, and computing is used across the curriculum to enhance learning.

St. Elizabeth's has a clear behaviour policy, available to view on this website, which sets out expectations for staff, pupils and parents/carers. It details both sanctions and rewards. Through the Come and See religious education programme and regular collective worships and circle times, children are invited to explore their feelings, thoughts and ideas. These are also opportunities to resolve issues and mediate.

Our quality first teaching is monitored by the Senior Leadership Team through termly teaching observations and pupil performance reviews. Our staff are continually working on their professional development, with regular training updates and introductions to new initiatives.

### SEN SUPPORT

Data monitoring and our staff's knowledge and observation of children in their class allows us to identify when a child may require additional support. Parents are also welcome to make an appointment with their child's teacher to discuss any concerns they may have.

We follow a graduated response to children with additional needs. If interventions above and beyond what we consider Quality First Teaching are needed, the pupil may be given a Pupil Profile and Record of Provision. This document replaces the old Individual Education Plan. Parents/carers and children are encouraged to take

an active and vocal role in this. The aim of this document is to provide a series of SMART targets for the child to work towards. At this time it may be appropriate to involve external agencies to advise and support. These agencies include Speech and Language Therapists, Educational Psychologists, Inclusion Consultants, Well Young Person's Team, Autism Initiatives, Occupational Therapists, the School Nurse and Community Paediatricians. We will always include parents/carers in this process. The school SENCO, Miss Sparrow, will now be involved and will work alongside home and the class teacher to ensure that the pupil's needs are met most effectively. Working alongside other agencies we will implement their advice. More personalised small group or one to one sessions may be required, for example to follow a specific speech and language programme or a daily reading intervention. These are delivered by experienced teaching assistants. The SMART targets on a pupil's Record of Provision will be reviewed at least once a term, then next steps will be planned for. Again, we hope that pupils and parents/carers take an active role in this. It is important to us that pupils are aware of what they need to do to move their learning forward.

### TRACKING PROGRESS

Targets will be shared with parents/carers and the pupil. When appropriate parents/carers and the pupil may also play a role in setting the target. Targets are SMART – simple, measurable, achievable, realistic and timed. During termly pupil progress reviews the Senior Leadership Team meet with class teachers to discuss children's progress. For pupils with a Record of Provision there will be termly review meetings between child, parents/carers and class teacher. The SENCO will also attend these if appropriate. If a child has not achieved their target or made the anticipated progress then adjustments will be made. This may involve a change in provision/timeframe or a change in target.

### TRANSITIONS

Children with additional needs may require more support during the transition process. This may be when they enter our school, when they change classes, when they change key stages and when they transition to high school. Class teachers and key stage leaders work together to address this. A child may require extra visits to their new class, or a photo book to prepare them for new staff and a new learning environment. Children new to our school may wish to have

more than one visit at different times of the day. Children with special needs moving to high school will be invited for more visits. The SENCO from the high school will liaise with our SENCO and class teachers to ensure that they have as much information as possible about how best to meet the pupil's needs. Parents/Carers and the child will be involved in this process and we aim to make transition as smooth and anxiety free as possible.

#### **BUILDING CAPACITY**

All teaching staff are subject to performance management reviews by the Senior Leadership Team. We promote the professional development of staff through regular INSET training. Staff who attend specific training courses feed back to their colleagues and share new ideas, initiatives and resources. Teaching assistants are also invited to attend training days. As a staff we have access to specialist expertise from external agencies. Our School Development Plan details areas of staff training that are priorities for the coming academic year. Together with a group of local school we have formed The Strand Partnership, and we frequently share training resources and support each other.

We have a number of highly skilled teaching assistants. They have experience in specific intervention programmes such as Early Literacy Support, The Listening Programme and Elklan Language Builders. They are a vital support to our teachers during the delivery of Quality First Teaching.

#### **QUALITY OF PROVISION**

Outcomes for children with additional needs will be tracked in a similar way to their peers. Parental and child views will be collected by the pupil's class teacher and recorded on the pupil's Record of Provision. It is anticipated that these views will change in the course of an academic year and may be updated at each termly review meeting if appropriate. Parents/carers and children will have the opportunity to reflect on the provision made. To obtain the pupil's view a variety of methods may be used, including informal discussion, questionnaires or drawing.

The pupil's class teacher will be accountable for the Quality First Teaching and establishing a Record of Provision. In turn, they will be monitored by the Senior Leadership Team and supported by the SENCO and external agencies if needed.

## EQUAL OPPORTUNITIES

Please see our Equal Opportunities policy which details our access arrangements for pupils with different needs.

## PUPILS WITH EMOTIONAL AND SOCIAL NEEDS

All staff provide pastoral support for the children in their care. We work closely with the Well Young Person team to provide additional support for children and their families who need emotional help. We also access support from the CAF team. CAF stands for Common Assessment Framework and is a process that instigates regular multi-agency meetings to support families. It is a voluntary process which the families can opt in to. It is particularly helpful to families and children who have a lot of support from external agencies.

At St. Elizabeth's we operate a strict anti-bullying policy. This is available to view on our website. We also provide regular training for our pupils on internet safety.