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| **Admission to School** | **School’s Admission Policy states the following:**  **Chil Children with EHCP’s, where the school is named, will be allocated places before the**  **over-subscription criteria are applied.**    **Admissions’ policies are on school’s website. Alternatively a hard copy can be requested**  **from the school office.** |
| **1 Kinds of Special Educational Needs that are provided for at**  **St. Peter’s C:\Documents and Settings\tricia\Local Settings\Temporary Internet Files\Content.IE5\OOYXM92D\MC900446306[1].wmfCatholic primary School** | **The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice Jan 2015 :**   * **Communication and interaction** * **Cognition and learning** * **Social, emotional and mental health difficulties** * **Sensory and/or physical needs** * **SPECIALIST PROVISION** |
| **2 Information about the school’s Policies for identification and assessment of pupils with SEN**  C:\Users\tricia\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T9M79TH3\Ngngu[1].png | **Pupils are identified as having SEN, and their needs assessed, through :**   * **information passed on from Nursery/ Infant/Primary/previous schools;** * **KS2 results, , baseline testing and progress data;** * **feedback from teaching staff and observations;** * **Pupil Premium interventions not showing impact;** * **Referrals from parents:** The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents’ first point of contact. School operates an open door policy and this does not require an appointment. If further support is required the class teacher liaises with the SENCo for further advice and support. * **pupil referrals.** * **Liaison with external agencies** |
| **3c The school’s approach to teaching pupils with SEN**  C:\Documents and Settings\tricia\Local Settings\Temporary Internet Files\Content.IE5\W2PGYGFS\MC900139725[1].wmf | Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. Our SENCO oversees all support and progress of any child requiring additional support across the school.  **Provision for SEN pupils includes :**   * **quality first teaching, with appropriate differentiation in place;**  All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. Where appropriate children have access to equipment adapted to their needs, eg visual timetable or alternative means of recording. * **extra adult support in classrooms where appropriate;** * **personalised provision through time limited programmes;** * **personalised provision through adapted resources and interventions.**   . |

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| **3a Evaluating the effectiveness of the provision made for pupils with SEN** | **Impact tracking is completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEN. Annual report to the Governing Body and SEN Information Report posted on Web site** |
| **3b Arrangements for assessing & reviewing pupils’ progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review**  C:\Documents and Settings\tricia\Local Settings\Temporary Internet Files\Content.IE5\SJ8DA1WO\MM900283214[1].gif | **These arrangements include :**   * As a school we measure children’s progress in learning against National expectations and age related 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 through Early Years Profile and from Year 1 through to Year 6using a variety of different methods, including attainment of National Curriculum expectations standardised scores and Reading ages. * **Data tracking for pupil progress** Children who are not making expected progress are picked up through regular data analysis. Children who are not making expected progress are picked up through regular data analysis by the head, curriculum leaders and The SENCo. Regular discussions take place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. * **Graduated approach Assess Plan Do Review:** If your child is on the SEN register they will have an One Page Profile which will have individual targets. This is compiled collaboratively between the teacher, parents and children. An action plan is then put into place and targets set which are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the target by the time it is reviewed. * **Support plan and ECHP reviews;** If your child has complex SEND they may have an Education, Health and care Plan , which means that a forma annual meeting will take place to discuss your child’s progress including all involved agencies and a report will be written. * **Observations and follow up** * **Parents meetings.** * Speech and Language targets are set in liaison with Speech and Language Therapy service and and a review set individually for children. |
| **3e How adaptations are made to the curriculum and the learning environment of pupils with SEN**  C:\Users\tricia\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\M6RWJK9T\differentiation[1].jpg | **The curriculum /learning environment may be adapted by :**   * **groupings that target specific levels of progress;** * **differentiated resources and teaching styles;** * **appropriate choices of texts and topics to suit the learner;** * **access arrangements for tests and or examinations;** * **additional adult support.** * **Adaptations needed to the environment will be achieved through school’s Accessibility Plan. Please see Equality Scheme.** |

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| **3d additional support for learning that is available to pupils with special educational needs;**  **C:\Documents and Settings\tricia\Local Settings\Temporary Internet Files\Content.IE5\KV1LAPMS\MC900436161[1].wmf** | * + We ensure that all children who have Special Educational needs are met to the best of the school’s ability with the funds available. * Speech and language targets are addressed by the Teaching Assistants. * A Literacy intervention programme, NESSY is run at Lunchtime * Socially Speaking Programme is delivered in Early Years, Key Stage 1, Lower Key Stage 2 and upper Key stage 2 to support small groups with sovial communication. * TAs work on a number of programmes under the direction of the teacher to support chuildren’s learning needs including: Toe by Toe, maths recovery, Pindora’s box. As well as this children’s one page profile outlines personalised learning programmes to address a range of needs. These are also delivered by the TA   + **Our SENCo has ten years experience working with Special Needs..** * **Specialist Services and Expertise Accessed by the School** * Educational Psychologist who provides advice and support as well as making assessments for Special Educational Needs. * BLISS: outreach team Emotional, Social and Behaviour Intervention * CLASS: Autistic Spectrum Support Outreach Team * CAMHs: Child and Adult Mental Health support Team * Health: Including GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; * Care: Including Child and family therapy and Social Services |
| **3f how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and**  **C:\Documents and Settings\tricia\Local Settings\Temporary Internet Files\Content.IE5\SJ8DA1WO\MC900241077[1].wmf** | * All children are included in all parts of the school curriculum and extracurricular activities. All children have the opportunity to be involved in School trips and Residentials. We will provide the necessary support to ensure that this is successful. * A risk assessment is carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. * A before and after school club is available on site from 7.30am to 8.50 am in the morning and from 3.20pm until 6.30pm in the evening. * School offers arrange of after school clubs and a Literacy programme at Lunchtimes. These are available to all children regardless of need. |
| **3g Support that is available for improving the social emotional and mental health of pupils with special educational needs,**  C:\Documents and Settings\tricia\Local Settings\Temporary Internet Files\Content.IE5\WMJVVPMS\MC900444955[1].jpg | **Pupils are well supported by :**   * An anti-bullying policy that is supported by a specialist trained member of staff * Socially Speaking Programme: Delivered in Early Years, Key Stage 1, Lower Key Stage 2 and upper Key stage 2 to support small groups with social communication. * Targeted support for individual pupils. * Pupil Leadership Team * Pupil Voice |
| **4 In relation to Mainstream Schools and maintained nursery schools,**  **the Name and contact details of SEN Co-ordinator**  **Name and contact details of SEN Governor** | **Mrs S. Barber**  **School Telephone Number 0161338 3303**  **Mrs Honour Murray**  **School Telephone Number 0161338 3303**  **Link to school** [**admissions’ policy**](http://stpetersstalybridge.co.uk/admissions/) |
| **5.Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.**  **C:\Documents and Settings\tricia\Local Settings\Temporary Internet Files\Content.IE5\SJ8DA1WO\MM900283214[1].gif** | **Audit of staff expertise in SEN undertaken annually**   * SENCo has 10 years experience of working with children with special needs * TAs have attended training with SpLT and with the pupil support service. * Several Staff have had Training dealing with children with ASD and have worked closely with CLASS. * Two TAs are trained to run social story groups. * SENCo provides regular training and updates on legislation and responsibilities. All staff have received training on The Child and Family Act 2014 * Two TAs have completed training on maths recovery programme * **Specialist expertise engaged from external services –**    + As a school we work closely with any external agencies that we feel are relevant to individual children’s needs within our school including: - * Educational Psychologist who provides advice and support as well as making assessments for Special Educational Needs. * BLISS: outreach team Emotional, Social and Behaviour Intervention * CLASS: Autistic Spectrum Support Outreach Team * CAMHs: Child and Adult Mental Health support Team * Health: Including GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; * Care: Including Child and family therapy and Social Services |

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| **6** Information about how equipment and facilities to support children and young people with special educational needs will be secured. | * **Support Services: School has access to the above services for the acquisition of resources and training** |
| **7** The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.  C:\Users\tricia\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T9M79TH3\idg-team1[1].jpg | * We offer an open door policy where you are welcome any time to meet with the class teacher or make an appointment to meet with the SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. * We believe that your child’s education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. * In some instances we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.  **Telephone Text** * Parents Evenings: There is a formal parents evening in November and dedicated drop in sessions in September and July where parents have the opportunity to discuss their children’s progress or raise concerns. Children’s progress is reported in a Spring report * Parents have the opportunity to discuss children’s targets and outcomes targets termly * Parents are welcome to discuss their child’s progress at any time. * Parents of children in Year 2 and 6 are asked to complete an exit questionnaire evaluating the school. * At parents evening, all parents are encouraged to express their views about school through a questionnaire. * Parents of children taking part in The sacramental Programme in Year 3 are invited to report their evaluation to school. * **PTA** School has an active Parent Teacher Association which is open to all parents. |
| **8 The arrangements for consulting young people with special educational needs about and involving them in, their education.** | * **Pupil Leadership Team**: We celebrate each child being able to express their views on all aspects of school life. The School Council is an open forum for any issues or viewpoints to be raised. Children are encouraged to make suggestions about the school’s environment and ethos can be improved. * **Minnie Vinnies**: Is a forum for children to suggest and take part in fundraising activities and * Children who have SEN Support discuss and set their targets with their class teacher. * **Pupil Voice:** we regularly and actively seek the viewpoints of children through Pupil Voice. This covers every curriculum area as well as pastoral care. * There are also worry boxes in every class which are regularly checked by the class teacher and acted upon. * **Annual Reviews** |

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| **9** Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school. | **Please refer to school’s complaints’ policy** |
| **10** How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. | * + The SENCo reports to the Governors every 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.   + One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep all 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 progress. |
| **11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.** | * Administrative information, advice and guidance can be sought from the office staff. * Information, advice and guidance on any aspect of school life can be accessed through teaching staff and The Headteacher. * Parents of children with Special Educational Needs can access independent support and advice from SENDASS (Special Educational Needs and Disability Advice and Support Service) |

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| **12** The school’s arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living. | * Transition to and from school   + We encourage all new children to visit the school prior to starting when they will be shown around the school by the Headteacher. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.   + We prepare transition books with children if transition is potentially going to be difficult.   + When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. We liaise with Feeder schools to ensure a specifically tailored programme to aid transition for the more vulnerable pupils.   + We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.   + If your child has a Statement, the review will be used as a transition meeting during which we will invite staff from both schools to attend. |
| 13 Information on where the local authority’s Local Offer is published. | http://www.tameside.gov.uk/sen |