

SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN)

INFORMATION REPORT



General Information/Frequently Asked Questions

What should I do if I think my child has a Special Educational Need or Disability?

If you feel your child has a special educational need or disability you should contact the school SENCO Mrs English-Mather who will then ensure that a meeting takes place to enable parents/ carers to share their concerns. This will ensure valuable information is gathered and discussed to facilitate a way forward to support your child.

What is the school ethos/approach to SEN and Disability?

(Reg 3c: In general, how do school approach the teaching of pupils with SEN/D?)

The school ensures that quality first teaching is provided in the classroom. Differentiated tasks for all children ensure that activities are appropriate to meet the needs of the children. Tasks ensure that they cater for the different learning styles within the classroom. Where required the teacher or teaching assistant may break tasks down into smaller tasks. The class teacher meets with the school SENCo if they have concerns with regards to a child and appropriate provision is put into place to meet the needs of the individual. A regular review takes place to ensure the intervention is appropriate and having a positive impact.

How will I know how my child is doing in school?

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEN)

Parents and carers meet with the class teacher for a Parents' Evening in the Autumn and Spring terms. A formal report is written in the Summer term. Each term children who receive additional support or are causing concern are provided with the opportunity to meet with the class teacher for a longer appointment. This is an opportunity for the teacher and parent to share their knowledge of the child and the impact of the provision put into place.

Teachers can meet with the SENCo at any time to discuss if a child is concerning them in relation to any area of need. Provision in the class setting is reviewed, then the SENCo/outside agencies may complete additional assessments to identify specific needs and appropriate action is taken to address the concern.

What support will there be for my child's overall well-being (Reg 3g: in particular the development of their social and emotional skills)?

The school employs one Teaching Assistant whose role is to support any children from reception to Year six identified by the teacher or brought to the teacher's attention by the parent or carer.

In addition we can provide 'Good to Be Green' nurture groups throughout the year to address issues identified in the school setting.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

(Reg 7: School arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)

Each term the parents' meetings enable parents to be consulted with regards to the provision put into place to support pupils and the impact it is having on addressing the area of need. The SENCo is always available throughout the year if additional support is required to discuss any issues.

How does St Catherine's school involve children and young people in their education and in the decision making process?

(Reg 8: School arrangements for consulting and involving children and young people in their own education)

Before each parents' meeting children are consulted so that they can feedback within the meeting via the teacher. In addition after the completion of any intervention the teacher asks the children to reflect on how the support has impacted on their learning and what they feel are the next steps.

Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN). If you require additional support and advice we would advise parents and carers to contact:

Bolton Information and Advisory Service for SEND: (01204) 848722

SEN Strategy and Development, Paderborn House, Bolton: (01204) 338612

Bolton Parent Carer Consortium, Commerce House, Bolton BL2 1DW 07701 305 782

Email: enquires@bpcc.org.uk

Where can I find information about Local Authority provision for children and young people with SEN?

(Reg 13:

The local offer can be found on the school website: <http://www.st-catherines.bolton.sch.uk>

My Life in Bolton (Bolton's Local SEN offer) www.mylifeinbolton.org.uk

How should complaints regarding SEN provision be made and how will they be dealt with?

(Reg 9: Detail the arrangements made by the Governing Body relating to the treatment of complaints)

If you have further concerns in relation to the provision provided by the school and wish to make a complaint please contact the chair of governors. Please address any correspondence to Reverend M Behrend,
St Catherine's CE Primary School, Greenstone Avenue, Horwich, Bolton, BL6 5SJ

How do I get a copy of the school SEN policy?

The school SEND policy can be downloaded on the school website <http://www.st-catherines.bolton.sch.uk/> or requested from the school office.

Who do I contact for further information?

(Reg 4: Contact details of the SENCO)

For further information please contact: Mrs English-Mather, SENCo and Deputy Headteacher (01204) 332636

St Catherine's CE Primary School, Horwich

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
St Catherine's policy for the identification of needs (Reg 2)	Children working significantly below Age Related Expectations.	Class teacher referral to the SENCo if a child is unable to access the curriculum or is under achieving significantly in phonics or reading.	Observations approach identifies concerns which impact on the child	Gross motor checklist assessment Writing assessments highlight areas of concern
How St Catherine's assess whether a child/young person has a SEN (Reg 2)	Phonics assessments Lucid Dyslexia screener Letters and Sounds assessment checklist	Observations British Picture Vocabulary Scales Renfrew Word Finding Vocabulary Test Renfrew Action Picture Test	Initial assessment and post assessment for children in nurture groups	Gross motor checklist Observations
Type of SEN provision made throughout St Catherine's (Regs 1 & 3e)	<p>Pupils with an Education, Health & Care Plan: Lesson content includes activities and learning opportunities to achieve the objectives on the child's EHCP. Differentiated activities Individual programmes where relevant</p> <p>Pupils who do not have an Education, Health and Care Plan: We provide a range of interventions including: Talking partners/ Time to Talk Precision teaching Reading comprehension Fast Phonics First Power of 2 IDL</p>	<p>Pupils with an Education, Health & Care Plan specialised programmes provided by outside agencies Time to talk Talking partners programme Comic strip conversations Social stories Mind maps Pre teaching</p> <p>Pupils who do not have an Education, Health and Care Plan Talking Partners Social stories Time for talk Mind maps</p>	<p>Pupils with an Education, Health & Care Plan Social emotional programmes. Programmes identified by outside agencies where required Time out areas Individual reward/ self - monitoring sheets Nurture group Individual counselling</p> <p>Pupils who do not have an Education, Health and Care Plan Nurture groups</p>	<p>Pupils with an Education, Health & Care Plan Actions identified on the EHCP. Adapted hand rails Adapted cutlery Adapted resources e.g. Writing slopes, pencils etc Handwriting support</p> <p>Pupils who do not have an Education, Health and Care Plan: Writing slopes Fine motor skills Gross motor skills Pencil grips Enlarged texts Handwriting groups Visual cue cards</p>
How St Catherine's evaluates the effectiveness	Three assessment periods throughout the year. Base line assessments for	Review progress	Review progress	Review the impact the resources have made supporting the child.

of the provision made (Reg 3a)	interventions and assessments at the end of interventions to review their impact.			
How does St Catherine's adapt the curriculum and school environment for pupils (Reg 3d)	Curriculum Differentiated activities Additional resources to support the area of need Intervention groups Environment	Curriculum Environment Low stimulus areas if required	Curriculum Environment Low stimulus areas if required	Curriculum Resources provided: Writing slopes Fine motor skills Gross motor skills Pencil grips Enlarged texts Handwriting groups Visual cue cards Environment Adapted handrails
How the school ensures the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)	Differentiated activities where required Additional adult support Risk assessments to ensure inclusive to all children.		Pre-visits where required.	
What specialist skills/ expertise do school staff have? (Reg 5)			Primary Programme of Emotional Health and Well-being Nurture group	Signalong
What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5)	National SENCo award Dyslexia Friendly School Epi pen training Epilepsy Training Numicon	Elklan Training	Cygnnet Training (ASD) Early Bird Plus training (ASD) Anger management training Emotion Coaching	
What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education,	Ladywood Outreach Service Speech and Language Therapy Bolton Parent Carer	Ladywood Outreach Service	CAMHS Social Care School Nurse Behaviour Support 360	Occupational therapist Paediatrician Visual support Mobility Team

health, social care and community/voluntary sector services) (Reg 10)	Consortium			
How is equipment and facilities to support pupils secured? (Reg 6)				
How does St Catherine's support pupils with SEN during transition? (Reg 12)	<p>Pupils with SEN and their parents/ carers who transition to St Catherine's will be supported by the SENCo and class teacher. Any necessary meetings with outside agencies or feeder Nursery's / schools will be facilitated in order to ensure smooth transitions and any reasonable adjustments will be made.</p> <p>The Year six teachers, and if required SENCo, meet with the SENCo / class teacher from the secondary schools. Staff complete data to send to the secondary schools to inform them of attainment and any other significant information which will support a child in their transition.</p> <p>Additional visits are provided for children and visuals booklets produced to support the children over the holiday so they are able to remind themselves of the new environment. This applies in transitions from one class to another within the school.</p>			
How does St Catherine's support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)	Early transitions for class to class and to high school to promote independence.			

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