

# **SS Osmund & Andrew's SEND School Offer 2018 -2019**

## **The School Context**

At St Osmund and Andrew's RC Primary School we recognise every child as special and unique. We maintain inclusive, challenging teaching and learning that will inspire individual learners to aim for and achieve their full potential. All children and their families are valued at the heart of all we do. Information regarding the full Policy for SEND, Special Educational Needs and/or Disability together with answers to **commonly asked questions** can be found in the **SEND Menu in the Parents section** on the School Website. Recordings of interventions and provision for pupils requiring additional support can also be viewed

## **Working in Partnership with Pupils, Parents/Carers and Families**

Choosing a fully inclusive, family centred school can be especially important if your child joins school with identified additional needs or is identified as having SEN at some point in our school. We recognise that this can result in anxieties for parents and carers and we are here to support families during every step of the process.

It is important to say that many children, through the help and support of schools, supporting agencies and families work closely together, overcome their barriers to learning and progress and go on to access teaching and learning within the universal classroom. Some children, however, have more complex and enduring needs and require longer term planning, provision and support. Provision Maps and Pupil Passports are documents that pupils and parents also contribute to and serve to share and record individual targets, provision and steps in progress.

The school **SENCo, Special Education Needs Co-ordinator**, undertakes the role of over-seeing all pupils throughout school, identified as having SEN whilst supporting families, carers, pupils and all staff to ensure everything that can be done is put in place. The EYFS/ KS1 and KS2 Learning Mentors are part of our school SEN team and work closely to support pupils in and out of the classroom. Regular meetings with the team can really help to provide continuity of care as your child moves through the school on a journey whereby individual needs can change quite considerably.

**Independent support and advice outside school** can be obtained by contacting:

**IAS: Information Advisory Service: 01204 848722**

Offer support and advice for parent and carers of children with SEN

**Pupil and Student Services: 01204 333143**

Advice on school admissions.

**School Nurse Service**

Offer support and advice regarding the health and well-being of pupils.

**Complaints:** The services identified above can help with issues you may need to raise. If you are unhappy please also contact the person responsible –

- Class Teacher relating to difficulties at Class Level.
- SENCo regarding any/all aspects of SEN provision.

If the problem cannot be resolved you may need to contact either the **Deputy** or **Head Teacher** or Governing Body representative.

## Meeting the Needs of Pupils with SEND in the Classroom

The progress of all pupils in school is assessed and tracked to enable teachers, the SENCo and school leaders to closely monitor pupil progress. Recent, major changes in schools have resulted in attainment being measured against Age Related Expectations using very specific statements relating to what every child should achieve at the end of each year.

Children not meeting these milestones will be identified and will access **Wave 1** provision utilising high quality, inclusive teaching and differentiation. If the gap in attainment still exists **Wave 2** provision to include target interventions, booster lessons and support will be implemented and shared with pupils and families usually by the Class Teacher.

Interventions and support at class level is often provided by our high numbers of Teaching Assistants available throughout school. Learning Mentors can also provide wave 2 support. Children can receive extra help alongside 'Quality First Teaching' in class if they are not meeting the key milestones within their age group or have Disabilities that require individual support and resources. Referrals to services such as Speech and Language Therapy can be necessary. Adjustments may also be made to the environment together with the organisation of pupils and resources. High quality interventions are delivered and progress made by pupils is vigorously assessed to identify SMART next steps in learning.

**Wave 3** actions will be accessed if the additional support and provision hasn't had sufficient impact on learning and progress against the identified priorities. The Class Teacher will consult the SENCo for advice and support and further support may be obtained from professionals from agencies outside school. Parents are invited into school to discuss their child's progress, share information and determine what happens next. SEN support will be put in place and targets identified and shared through the Pupil Passport or Provision Map to be reviewed and updated every term. An EHCP from Bolton LA may be requested by the SENCo. Further information about this process can be found in the SEN Policy.

Many programmes are available in school to support pupils with a wide range of needs to include **Nurture, Lego Therapy, You Talk I Listen (PHSE), Sensory Programmes, Speech and Language Therapy (SALT) activities including Narrative Therapy, Language for Thinking, Mr Good Guess, Sounds Write, Toe by Toe (T by T) for Reading and Spelling and Numicon based Interventions for Maths.**

Further information regarding support and intervention programmes for parents is to be made available on the website during this coming year. Workshops in school are also available to help parents understand the additional needs of their children and school's provision in meeting these difficulties and managing barriers to learning and progress.

## Categories of Need and School Provision

As previously stated, we follow a graduated procedure when identifying pupil's additional needs and our best endeavours to make adjustments, provide support and provision to reduce or remove identified barriers to learning and progress.

### Waves of Support and Intervention

<b>Area of Need</b>	<b>Wave 1 Class Provision (Universal)</b>	<b>Wave 2 SEN Support</b>	<b>Wave 3 SEN Support + Possibly with High Needs Funding and an Education Health Care Plan (EHCP)</b>
	<p>Class Teachers follow the <b>Assess, Plan, Do, Review</b> cycle from the Bolton SEND Handbook to monitor learning and progress. The criteria scales for all categories of need will be used. Adjustments are made in class to ensure teaching meets the needs of all learners.</p>	<p>Increased, target provision provided and may be documented in an Individual Provision Map to ensure a common approach is maintained, resources are prioritised and to identify smaller targets for progress.</p>	<p>An Individual Provision Map will identify needs, targets and provision/support.</p> <p>Individual Risk Assessments may be maintained.</p> <p>Parents/carers to meet termly with school staff and the SENCo</p> <p>The impact of high levels of provision will be assessed. Costs to school will be totalled and if in excess of £6,000 the SENCo may collate information from families and Support Services/Professionals to support an application for apply for an <b>EHCP and funding</b>.</p> <p>An application for <b>Pre- School Inclusion Supplement Funding</b> may be made for children in Nursery</p>

<p><b>COGNITION AND LEARNING NEEDS</b></p>	<p>A child's learning needs will be identified and Teachers will plan, deliver and assess the differentiated curriculum provided. Support is obtained from:</p> <p><b><i>School Policies relating to Teaching and Learning And Class Strategies:</i></b></p> <ul style="list-style-type: none"> <li>➤ Differentiated curriculum planning, delivery and outcomes</li> <li>➤ In-class TA support</li> <li>➤ In-class target Teacher support</li> <li>➤ Use of writing frames</li> <li>➤ Increased visual aids</li> <li>➤ Teacher/TA modelling</li> <li>➤ Visual timetables</li> <li>➤ Access to ICT</li> <li>➤ Dyslexia friendly strategies</li> <li>➤ Peer Collaboration</li> <li>➤ Pupil <b>Independence</b></li> <li>➤ Availability of <b>Resources</b></li> <li>➤ Learning Mentor advice</li> </ul> <p>Pupils still experiencing difficulties in 1 or more areas of learning will have the progress measured against Bolton Council guidelines and severity criteria. Their status will change to SEN Support and they will be added to the school's SEN register.</p>	<p>Interventions are planned for and implemented.</p> <ul style="list-style-type: none"> <li>➤ Additional/ Catch up programmes in Maths and English</li> </ul> <p>(Springboard, ELS PIPs, Reciprocal Reading, T by T, Numicon, Practical sessions)</p> <ul style="list-style-type: none"> <li>➤ Target, daily reading/spelling</li> <li>➤ Reduced or increasingly individualised timetable</li> <li>➤ Target 1-1 support in class</li> <li>➤ Booster/ homework clubs</li> <li>➤ Learning Mentor intervention</li> <li>➤ SENCo advice</li> </ul>	<p>Limited progress means increased SEN Support and specialist involvement is required. Strategies:</p> <ul style="list-style-type: none"> <li>➤ Termly meetings with the SENCo</li> <li>➤ Referral to supporting agencies.</li> <li>➤ Specialist Teacher advice- Ladywood</li> <li>➤ .</li> <li>➤ Use of Ladywood schemes of work, P Scales and PIVOTS</li> <li>➤ Access arrangements for exams</li> <li>➤ Use of Scribe</li> <li>➤ Tests/screening for Dyslexia and Dyscalculia</li> </ul> <p>Referrals to supporting agencies may also be appropriate:</p> <ul style="list-style-type: none"> <li>➤ Ladywood Outreach Learning Difficulties Team/Specialist Teachers</li> <li>➤ Educational Psychologist (EP)</li> </ul> <p>.</p> <p>The Bolton High Needs Funding documents provide guidance and criteria for identification of SEN in this area. If the severity scale is reached an EHCP and funding will be required.</p>
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<p><b>COMMUNICATION AND INTERACTION</b></p>	<p>Children identified as having difficulties will access:</p> <ul style="list-style-type: none"> <li>➤ Differentiated curriculum planning, delivery and outcomes</li> <li>➤ Increased visual aids</li> <li>➤ Visual timetable</li> <li>➤ Access to ICT</li> <li>➤ Increased modelling</li> <li>➤ Environmental clues</li> <li>➤ Learning Mentor advice</li> </ul> <p>Access to SALT may be advised</p>	<p>SALT programmes and advice are put in place for identified children. . The Bolton framework will be used to categorise level and area of need to inform assessments and future targets.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>➤ In class support</li> <li>➤ SALT support and advice</li> <li>➤ Links with home</li> <li>➤ Timed 1-1 or small group SALT activities or interventions</li> <li>➤ ICT, Clicker</li> <li>➤ Visuals PECS, Makaton,</li> </ul> <p>Referrals to supporting agencies may also be appropriate:</p> <ul style="list-style-type: none"> <li>➤ SALT</li> <li>➤ Health Visitor (Under 5)</li> <li>➤ SNUFS (voluntary support for under-fives)</li> <li>➤ School Nurse Service (Over 5 years)</li> </ul>	<p>Enduring Speech, Language and Communication difficulties will usually require increased SEN Support and further professional involvement. A Speech Therapist will be involved and may work more closely with school.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>➤ Use of Provision Map or Passport to identify needs, targets and support.</li> <li>➤ Ongoing 1-1 or small group SALT activities or interventions</li> <li>➤ ICT</li> <li>➤ Home/School Communication book</li> </ul> <p>Referrals to supporting agencies may also be appropriate:</p> <ul style="list-style-type: none"> <li>➤ BBSS</li> <li>➤ Ladywood Outreach Team</li> <li>➤ Health Visitor (Under 5)</li> <li>➤ School Nurse Service (Over 5 years)</li> </ul> <p>An application may be made for additional funding and an EHCP.</p> <p>The Bolton High Needs Funding documents provide guidance and criteria for identification of SEN in this area. If the severity scale is reached an EHCP and funding will be required.</p>
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<p><b>SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS</b></p>	<p>Class provision to include identifying barriers to learning and applying the Assess, Plan do and Review approach.</p> <p>Whole school behaviour and PSHE policies.</p> <p>Class strategies and provision: circle time, rewards and sanctions etc.</p> <p>Extra- curricular clubs</p> <p>Peer mediation</p> <p>Support from Play leaders</p> <p>PHSE focused work</p> <p>Advice from Family support Services.</p>	<p>Targeted, time measured interventions including</p> <ul style="list-style-type: none"> <li>➤ Circle Time</li> <li>➤ Time to Talk.</li> <li>➤ Nurture,</li> <li>➤ Narrative Therapy</li> <li>➤ Life Skills</li> <li>➤ Work- related learning.</li> <li>➤ Additional tutor group support.</li> <li>➤ Access to Family Support Services including BBSS to provide support for families.</li> <li>➤ In class support for supporting behaviour targets, access and safety.</li> </ul> <p>Referrals to supporting agencies may also be appropriate:</p> <ul style="list-style-type: none"> <li>➤ BBSS</li> <li>➤ SALT</li> <li>➤ Ladywood Outreach</li> <li>➤ COG (EYFS)</li> <li>➤ Health Visitor (Under 5)</li> <li>➤ School Nurse Service (Over 5 years)</li> <li>➤ SNUFS (voluntary support for children under five)</li> </ul>	<p>Longer term small group or 1:1 support to help with specific difficulties experienced by the pupil</p> <p>Target areas include</p> <ul style="list-style-type: none"> <li>➤ Social skills</li> <li>➤ Bereavements</li> <li>➤ family problems</li> <li>➤ Attachment disorder</li> </ul> <p>Strategies and Actions are:</p> <ul style="list-style-type: none"> <li>➤ Individual counselling (You Talk I Listen)</li> <li>➤ Support or Mentoring</li> <li>➤ Individual reward system</li> <li>➤ Social skills training</li> <li>➤ Anger management and identifying triggers</li> </ul> <p>Further referrals to supporting professionals may also be required:</p> <ul style="list-style-type: none"> <li>➤ Educational Psychologist</li> <li>➤ Child and Adult Mental Health Services</li> </ul> <p>Children identified as having Social Communication Difficulties and/or ASD will also benefit from the approaches identified.</p> <p>The Bolton High Needs Funding documents provide guidance and criteria for identification of SEN in this area. If the severity scale is reached an EHCP and funding will be required.</p>
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<p><b>SENSORY AND/OR PHYSICAL NEEDS</b></p>	<p>When Sensory and physical needs are identified teachers respond appropriately at class level. Reasonable adjustments will be made for all pupils attending our school that have identified sensory and/or physical needs and strategies may include:</p> <p>Flexible teaching arrangements Staff awareness of physical impairment Greater communication with families/carers</p> <ul style="list-style-type: none"> <li>➤ Writing slopes</li> <li>➤ Pencil grips</li> <li>➤ Stress relievers</li> <li>➤ Accessibility of resources and school areas</li> <li>➤ Moving and handling training</li> </ul>	<p>The SEN Team advise School staff on areas of Sensory Need and programmes appropriate to meeting these needs. Supporting health professionals may be invited into school to ensure safety and inclusion procedures are followed. Strategies may include:</p> <ul style="list-style-type: none"> <li>➤ Availability of specific/group resources.</li> <li>➤ Additional interventions e.g. fine motor skills or writing</li> <li>➤ ICT provision</li> <li>➤ Group support and target resources</li> <li>➤ Short term access to appropriate Sensory Programme</li> </ul> <p>Referrals to Health Professionals including OT or Physiotherapy services may be made.</p> <p>Advice will be sought and acted upon to ensure fully inclusive practice. This will enable active and safe participation, with actions against potential hazards in an individual risk assessment.</p> <p>Health Care Plans or Pupil Passports will be used to detail the support provision in place</p>	<p>Children requiring further support will have a provision map to measure resources, costs, impact and progress. Professionals will be required to support school's best endeavours. Strategies may involve:</p> <ul style="list-style-type: none"> <li>➤ Individual support in class or times of difficulty: Lunch. PE etc</li> <li>➤ Individual Physiotherapy programmes</li> <li>➤ OT programme</li> <li>➤ Computing provision</li> <li>➤ Sign Language</li> <li>➤ Appropriate Resources - Hearing Aids</li> <li>➤ 1-1 support</li> <li>➤ Ongoing, pro-active 1-1 Sensory programme to minimise disruptions to teaching and learning arising from Sensory Needs</li> <li>➤ Multi-agency meetings to ensure and co-ordinate continuity of care and provision.</li> </ul> <p>Further referrals to supporting professionals may also be required:</p> <ul style="list-style-type: none"> <li>➤ Educational Psychologist</li> <li>➤ Child and Adult Mental Health Services</li> <li>➤ Ladywood Outreach Team</li> </ul> <p>The Bolton High Needs Funding documents provide guidance and criteria for identification of SEN in this area. If the severity scale is reached an EHCP and funding will be required.</p>
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Information regarding the school's response is detailed in the table below but should any more information be required then please contact the School SENCo, Mrs Sarah Tootill – [office@ss-osands.bolton.sch.uk](mailto:office@ss-osands.bolton.sch.uk) or by telephone - 01204 333070