

## St Mary's Church of England Primary School.

### SUPPORT FOR YOUR CHILD

Our job is to help your child achieve the very best they can at school. You know your child best and you may feel that they need some additional help or support for some or all of their time at school. This document is to inform you of the types of support available for your child at St Mary's CE Primary School. It will help you understand who can help and how this support can be accessed.



- All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs;
- All our classes are supported by teaching assistants and pupils are also offered additional one to one tuition, small group work or catch up programmes where needed;
- Some children also need support at break/lunchtime— our Nurture group supports a small number of children who need different provision at lunchtimes. Support can also be arranged so our extra-curricular activities are inclusive;
- At St Mary's the progress and attainment of all pupils is re-viewed every term by the Senior Leadership Team at which time provision may be adjusted to meet identified needs. Parents/Carers would normally be informed about your child's general progress and targets through the termly Parent's Evenings and termly reports;
- If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEN) and placed on the SEN register. Parents will be informed of this.

Approximately one in five children will have special educational needs (SEN) at some time during their school career. Children with SEN have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments. Schools and other agencies can help most children overcome their difficulties quickly and easily. But a few children will need extra help for some or all of their time in school.

#### This means they may have difficulty with:

- some or all of the work in school;
- reading, writing or mathematics;
- understanding information;
- expressing themselves;
- understanding others;
- organising themselves;
- sensory perception or physical mobility;
- managing their behaviour;
- making friends or relating to adults.



At St Mary's every effort is taken to ensure transition times are successfully managed. Some children complete transition passports about themselves to inform their next teacher/school. Additional visits are also arranged to re-assure pupils and parents.

### **SEN STAGES AND TERMINOLOGY**

The Special Educational Needs Code of Practice 2001 gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. You will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child.

Class teachers will assess your child to identify their strengths, needs and the extra help they require. If they need extra or different support than most children their age they may be placed at:

#### **School Action (SA)**

This may involve:-

- Extra help from a teaching assistant in class;
- Small group or individual support out of class;
- Alternative resources such as a sloping board, ICT access, visual prompts.

#### **School Action Plus (SAP)**

If your child continues to have difficulty even with this extra support, we will seek professional advice from:

- Speech and language therapists;
- Visual/hearing impairment teachers;
- Health professionals;
- Educational psychologists.

**FROM SEPTEMBER 2014** the government will replace these two categories with a new single category called 'additional SEN support', which will be a more simplified, rigorous approach that will focus the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.

#### **STATEMENT OF SEN/SEN AGREEMENT (ISAP):**

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment or an SEN agreement. This document will describe your child's SEN and the special help they should receive. Both SEN resource agreements and statements usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment and attendance at a school with specialist resourced support. This additional provision will be reviewed annually or sooner if required and would include parent, teacher, SENCO and pupil.

***From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education Health and Care (EHC) Assessment (unless their parents, carers or the young person opt out of the new system). This will lead to an EHC Plan instead of a Statement of SEN. Until September 2014 parents/carers and young people in Manchester will still be assessed for a Statement of SEN. For children and young people who already have a Statement of SEN, the transfer of Statements into EHC Plans will be a gradual process.***

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs please speak to your class teacher who can put a plan in place to support your child. You are also very welcome to make an appointment with our SENCO. Appointments can be made through the school office (01204 333494).

*Further information can be found on the school's website regarding policies and school events.*

We have a highly experienced team of staff who may be involved in supporting your child at St Mary's. These include:

- **Your child's Class Teacher**, who will always make sure that tasks set are appropriate and accessible for your child. They are available to you at the start and end of each day.
- **Teaching Assistants**, who support all pupils in class. We have several additional TAs who help support groups and individual children with their learning.
- **Key Workers** who work with children who may be experiencing a particular period of trauma or emotional difficulty, including help with friendships.
- The **SENCO (Emma Cleworth)** co-ordinates the provision of SEN in school.
- The **School SEND Governors (Emma Pilling and Elizabeth Tidmarsh)** who works with the SENCO in leading SEN in school.
- Sometimes school may commission **Specialist Support** to work with identified children with a particular focus e.g. Speech and language therapists or Occupational therapists.

To ensure our staff have the skills and knowledge to support children with SEN—there is a programme of on-going training both in school and elsewhere.

As part of our support for all children in school we have regular opportunities to consult with support services and health agencies through a multi-agency approach which sometimes includes completing the Common Assessment Framework (CAF) to support the family as well as the pupil.

- We will discuss the needs of the individual/family in school and plan together the best use of advice and support from other agencies.

**Professionals who might attend this meeting include:**

- Our **School Nurse** who works closely with us and can advise and assess any medical needs. If a care plan is required this would be done in conjunction with the parent/nurse and reviewed annually as a minimum;
- Our **Speech and Language Therapist** who works regularly in school and can advise upon whether your child would benefit from this support or assessment;
- Our **Educational Psychologist** may give advice or complete an assessment for a few children;
- **Behaviour Support Professionals** who give advice if required;
- **Outreach Support** from specialist schools;
- Our link **High Schools SENCO** who liaises to support successful transition to **Year 7**.

At St Mary's CE Primary School we value the support and feedback from all our stakeholders, we have an active school council and conduct pupil voice activities throughout the year.

If you want advice from professionals outside school you may find the following numbers helpful:

**Parent Partnership:** 01204 848 722

**School Admissions (Pupil and Student Services):** 01204 332143

**School Nurse Service:**

**Bolton Families Service Directory:** [www.localdirectory.bolton.gov.uk](http://www.localdirectory.bolton.gov.uk)

