



Our Lady and St Edward's School Offer

At Our Lady and St Edward's Catholic Primary School our fundamental aim is the education of the whole child. This includes spiritual, moral, intellectual, emotional, social, physical and artistic development. We cater for each pupil's needs, encouraging them to develop their talents and so achieve their personal goals.

According to the Code of Practice (2015) Special Educational Needs is defined as 'A child or young person that has a learning difficulty or disability which calls for special educational provision to be made for him/her.' At Our Lady and St Edward's we strive to meet the needs of each individual child. All staff are committed to supporting children through their education. We strive to ensure children identified as having special educational needs or being part of a vulnerable group, have access to a broad and balanced curriculum and are fully included within the school community. The Governing Body wants to support children with SEND and have provided both time and financial support to implement a team of specialist staff to deliver and support the development of children with SEND. Specialist Staff include:

- Head Teacher – Elaine McGunigall
- Deputy Head Teacher – Felicity Salisbury
- Chair of Governors – Stella Elliott
- Educational Psychologists – Dr Richard Skelton and Dr Lee Randall
- SENCo/safeguarding officer – Clare Sutton
- Achievement Mentor/Safeguarding Deputy – Debbie Smith
- Attendance + Data Officer – Di Birch
- Family Support Workers – Leanne Brown and Julie Harrison
- Speech and Language Therapist – Beth Owen
- EAL Teacher – Ewa Adamczewska
-

This team work alongside class teachers and support staff to promote a fully inclusive school where all children are valued and respected as individuals and are supported to reach their full potential. The Governor for Special Educational Needs is Mr R Boon.

Teaching and Learning

We seek to make our broad and balanced curriculum accessible to all children making any necessary adaptation for SEND pupils, to be as inclusive as possible and to enable all to learn and make good progress. Children are supported by staff, may work in small groups and activities may be adapted or differentiated to meet their needs.

Assessment, Tracking and Attainment

At Our Lady and St Edward's we strive to ensure that each child reaches his/her full potential. In order to achieve this, we have comprehensive assessment arrangements. Teacher assessment takes place daily, with marking and discussion of work with individuals and groups of children. Progress is evaluated during half termly assessment meetings. During these assessment meetings, relevant staff are present including year group staff, Head Teacher and Deputy Head Teacher. Children who are identified as having gaps in their learning are given specific intervention and additional support either individually or in groups. During these meetings, referrals can be made to the Inclusion Team if specialist support is deemed appropriate.

Specific Expertise and Programmes in Partnership with Parents

The Inclusion Team offers specialist knowledge and experience to support children identified as needing additional provision. The Inclusion Team will work alongside the Class Teacher to provide support and additional interventions if necessary. These interventions are designed to meet the varying needs of the children within the school. Additional provision supports children in the areas of need identified in the code of practice 2015. These areas are communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical. The following interventions have been implemented and are delivered by year group support staff or inclusion staff.

- **Time to Talk** –delivered to children in small groups from year 1, 2 and 3. It aims to encourage children in social interaction and teaches skills such as listening and turn taking. It also aims to develop a child's self- esteem.
- **Socially Speaking** – delivered to children in small groups from year 3, 4, 5 and 6 and much like Time to Talk focuses on social interaction and developing self-esteem.
- **Speech and Language Therapy** – delivered throughout the school to children identified as having speech difficulties. A qualified speech and language therapist works with children on a one-to-one basis.
- **Speech and Language Groups** – support packs are provided by the speech and language therapist to be delivered by a teaching assistant one-to-one or in small groups on the areas identified by the therapist.
- **Identiplay** – delivered on a one-to-one basis and supports children with specific communication difficulties. It promotes the development of social skills, understanding, imagination and exploration.
- **Maths and English additional interventions** – delivered throughout the school to children identified as off track and therefore not meeting their individual targets.

- **Achievement Mentor Support** –delivered on a one to one basis and works to develop a child's *self*-esteem or support a child in an area of emotional or behavioural need.
- **Gross Motor Interventions** – delivered to small groups or individual children with gross motor difficulties to develop fundamental skills through physical activity. Activities may also be suggested by an Occupational Therapist who has assessed the child.
- **ELSA – An Emotional Literacy Support Assistant (ELSA)** will deliver to individual or small groups of children to support their emotional development. Elsa can support with a range of needs e.g. social skills, anxiety, friendship difficulties, managing emotions etc)
- **Relaxation and Breathing** – To learn and practice strategies to calm down in order to apply these during their everyday life when they need them
- **Starving the Anxiety Gremlin** – delivered to individual children using cognitive behavioural principles, it helped to teach children aged 5-9 years how to manage their anxiety by changing how they think and act.
- **Starving the Anger Gremlin** – delivered to individual children using a cognitive behavioural approach to teach children to recognise and manage their anger.
- **Precision Teaching Plus**– targeted small group or 1:1 sessions to support reading and spelling.
- **Wellcomm** – specific activities delivered to individual or small groups to support a child's understanding of language.
-

Educational Psychologists

Dr Richard Skelton and Dr Lee Randall are dedicated to helping school and parents/carers meet the complex needs of children who are struggling to fulfil their potential. This includes children who are experiencing difficulties with their learning, emotions, behaviours, wellbeing, social and communication skills despite the support that they have already received through the graduated framework. This can be done through assessment and consultation with parental consent.

Speech and Language

Beth Owen is our Speech and Language Therapist who works with school to identify, assess, and implement 1:1 speech and language provision with parental consent. She supports children throughout the school one day a fortnight and is able to liaise with staff and parents/carers to give strategies to continue this support. School use the wellcomm programme and some children access the sound listening programme delivered by the year group TA. Teaching Assistants are also able to deliver speech and language packs to individual children and groups of children. These packs have been provided by the speech and language therapist.

Health

The school's policy on the administration of medication follows the guidance laid down in support children with medical conditions in schools (2014). Please see school policy for full details. The management and administration of medication is managed by Mrs Debbie Smith. Consent for the administration of medication is given by parents. Appropriate staff are trained first aiders and are able to administer specific medication.

Pupils with medical /physical needs which impact upon learning or safety in school will be provided with a Health Care Plan drawn up with the support of the parent, school nurse, paediatrician, class teacher SENCo, Physical Medical Coordinator (LA) and other appropriate persons. The pupil's views are sought and older children are invited to contribute to the meeting. A Risk Assessment may be necessary. A review should take place at least annually.

Pupils are encouraged to have a healthy lifestyle and F2 parents are invited to sample the healthy lunchtime food in order to encourage their children to choose healthy options.

Health and Safety

Risk assessments are carried out in accordance with statutory requirements and in line with school policies on a regular basis. Staff are trained in accordance with their roles and responsibilities across the school, to be able to carry out assessments of risk and plan to reduce and manage the risk.

There are handover arrangements at the beginning and the end of the day where appropriate and there is a high level of supervision on playgrounds at play times and lunch times.

Behaviour

At Our Lady and St Edward's we have high expectations of behaviour. A positive approach to discipline is stressed in an atmosphere of co-operation between children, teachers and parents. Reward systems are used throughout the school and positive reinforcement is emphasised. Children have access to a school achievement mentor who is available to discuss any concerns or worries with the pupil. School links with parents/carers are strong. School have employed two family support workers which has been beneficial to both school and the families they are working with. In order to support pupils who are displaying emotional and possibly mental health difficulties, the school are able to refer to the mental health support team. If the referral is successful, a mental health practitioner will provide support for pupils and meet with their parents/carers. Behaviour and Anti- Bullying Policies are available to support staff, pupils and parents/carers alike.

Home School Communication

When a child starts at Our Lady and St Edward's, it is the beginning of a partnership between parents/carers, children, school and the parish. We welcome parents/carers as real partners in the education of their child and have an open-door approach. There are termly Parent / Carer / Teacher meetings throughout the year. These meetings are designed for the discussion of children's progress and the necessary steps for future developments. In June parents/carers will receive a written report about their child. There will be an opportunity to discuss these reports at Parents Evening in the summer term. If a parent has continued concerns regarding their child's progress, individual meetings are offered with key members of staff. We strive to support our families and have an achievement mentor who attends social care meetings and is available to discuss relevant concerns regarding a child's behaviour or emotional wellbeing. Often, if there is a concern regarding behaviour, school will provide a home-school book to continue the link between school and home. We understand the importance of having a partnership between home and school and believe that a parent knows their child best. When developing plans to support individual children, we consider the views of both staff, parents/carers and

the child in order to complete an effective plan for the child. We also offer regular reviews with parents/carers and relevant professionals. These meetings are informative and helpful to all involved.

As a school we acknowledge that good attendance and punctuality are essential to the progress of each child and parents are encouraged to ensure that their children do not stay away from school without good reason. We offer strong links between school and home and our school attendance officer is able to monitor and support parents/carers and children who are experiencing difficulties regarding punctuality and attendance. Children also receive rewards for good attendance. These rewards are given during assembly for weekly 100% attendance, half termly 100% attendance and end of year 100% attendance.

Information is available to parents/carers through newsletters, the school website, emails and school social media pages. Questionnaires give parents/carers the opportunity to air their views of the school in confidence and the outcomes are analysed in order to make school improvements. Staff are able to signpost parents/carers to relevant advice and support when requested. School work closely with children and families and social care where there are safeguarding or child protection concerns.

Transitions to New Schools

F1 and F2 staff work closely together to support the transition of children into F2. Support is also put in place for the transition from F2 to Year 1 as children move from the annexe to the main school building. This support includes visits to the building and Y1 classrooms and visits for lunch. Transitions to schools are supported and pupils are accompanied by school staff when appropriate. Links with the receiving school are established and enhanced transition provision especially for Year 6 pupils, can be arranged.

Complaints Procedure

The school complaints procedure should be followed for all complaints. This is solution focused and is available on the school website. All concerns should be first raised with the class teacher and the school encourages an early dialogue with the teacher where there are any concerns or worries. However, for pupils with SEND, the SENCo, Deputy Head Teacher and Head Teacher are also available. If not resolved, parents/carers could seek an appointment with the named SEND Governor. Under the Special Educational Needs and Disability Code of Practice 2015, parents can request an Independent Disagreement Resolution.

November 2022 to be reviewed in November 2023