

# St Mary & St Paul's

## CE Primary School

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## Our School SEN Information

### 1. How does St Mary & St Paul's know if my child needs extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour, attitude or progress.

Their needs may be in the area of one of the following four areas:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Physical, Sensory and Medical.

If you have any concerns about your child please contact the class teacher, you do not have to wait until parents evening. The class teacher will feedback any concerns that a parent may have to the SENCO.

### 2. Who are the best people to talk to at St Mary & St Paul's about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

**The SENCO, Philip Eastwood – contact number 0151 426 6869 or [maryandpaul@knowsley.gov.uk](mailto:maryandpaul@knowsley.gov.uk) . He is responsible for:**

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible

The SENCO will ensure that parents are:

- involved in supporting your child's learning.
- kept informed about the support your child is getting.
- involved in reviewing how they are doing.

**Class teachers** who are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support)
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

If you wish to make an appointment to speak to your child's class teacher please contact Mrs Cowley or Mrs Evans in the school office in the first instance.

**The Acting Headteacher, Paul Brooksbank** is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to the AHT/ SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

**The SEN Governor** is Peter Cowley. He is responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND in partnership with the governing body.

### **3. What are the different types of support available for children with SEND at St Mary and St Paul's?**

**Firstly Class teacher support via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already

knows, can do and can understand.

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

**Sometimes support includes specific work within a smaller group of children.**

This group, often called an Intervention groups, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

**We also provide support in specialist groups or individually run by outside agencies e.g Speech and Language therapy, Occupational therapy or Educational Psychology.**

This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service provided by Health

For your child this would mean:

- Your child will have been identified by the class teacher/AHT / SENCO (or you will have raised your worries) as needing more specialist input

instead of or in addition to quality first teaching and intervention groups.

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - In class support using the schools resources that will be reviewed regularly
  - Referral to other professionals for additional assessment. For example referral to the ASC or ADHD pathways, Community Pediatrics, CAMHS etc
  - **Or sometimes support that needs to be more specified and focused Individual support:**

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by school and any additional outside agencies such as the Educational Psychologist as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN support level.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need a high level of additional support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at a School level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and

how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- This type of support is available for children whose learning needs are: Severe, complex and lifelong.

#### **4. How will I know how my child is doing?**

- You will be able to discuss your child's progress at parent's evenings held each Autumn and Spring Terms.
- Each Summer term we have annual reports.
- This is in addition to 3 review meetings per year with the class teacher if your child is identified as having additional needs.

Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting Mrs Evans at the office.

#### **5. How will you help me to support my child's learning?**

- The class teacher may suggest ways in which you can support your child, in addition to regular homework.
- Mr Eastwood, Mrs Neil or Mrs Strong may meet with you to discuss ways in which you can support your child or signpost you to additional agencies.
- If outside agencies, such as the Educational Psychologist, are involved suggestions and programmes of study are provided that can be used at home.

#### **6. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. We value our pastoral systems and want all children to feel safe and happy in school.

These include:

- Members of staff such as class teachers, the learning mentor and SENCO are readily available for children who wish to discuss issues and concerns. These sessions can be 1:1 or small group as required.
- A lunchtime club is available for those who find this time of day a

challenge. Support can also be provided at playtimes as required.

- Our afternoon Nurture Group provides a supportive environment where children focus on life and social skills, development of language and communication skills and general emotional literacy.
- The Rainbow Room has been created as a safe space for those children who need emotional support.
- We also have a Family Support worker who is available to talk to parents and carers over any concerns or worries they have regarding their child or how they can access appropriate support or guidance.

#### Pupils with medical needs

- The school has very close links with the school health team. Our school nurse, **Ann Armstrong** visits school regularly and holds a monthly drop in for any parents who have a health concern about their child. Ann can be contacted in the first instance via the school office.
- If a pupil has a complex medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school, but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.
- There is a team within the staff who are first aid trained.

#### **7. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by our school include:

- Southern Area Support Team/Outreach Manager (SAST)
- ASC Advisory Teacher
- Educational Psychologist
- Family First / stronger families
- CAMHS (Child & Adolescent mental health support team)
- Educational Welfare Officers (attendance)
- Inclusion Team
- Inclusion Support Worker
- Behaviour Support Worker
- Sensory Impaired Service
- Social Services

- Children's Therapy Team (Speech & Language/Occupational Therapy/Physiotherapy)
- Alder Hey Hospital (Paediatricians)
- School Nurse / school health

An Educational Psychologist is allocated to each school. Our schools allocated Educational Psychologist is **Judith Temlett**. They would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the Planning and Review meetings. These are meetings held 3 times a year between school staff and other professionals. The aim of the Planning and Review meetings is to gain an understanding of and try to resolve a pupil's difficulties.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. They will offer advice to the school and parent/carers on how best to support the pupil in order to take their learning forwards.

#### **8. How accessible is the school environment and how will my child be included?**

As a school we are happy to discuss individual access requirements. We are a very accessible school particularly as we are all on one level. Facilities we have at present include:

- Ramps into school to make the building accessible to all. All exits in the school building are ramped to aid access
- Ramp upto our playground and school playing field
- 3 toilets adapted for disabled users.
- Wide doors in some parts of the building.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

We work with the local authority English as an Additional Language (EAL) team to communicate with children and their families for whom English is not their first language.

#### **9. What support do we have for you as a parent of child with an SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The AHT / SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- Our Family Support Worker is available to discuss any concerns or worries you have and can provide guidance and support to parents as required.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. For example, parents are always invited into school to see the Educational psychologist when they carry out an assessment on a child.
- IEP's/ IBP's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

**10. How will we support your child when they are leaving this school?  
OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6 when children are moving onto Secondary school:

- The AHT / SENCO will organise a transition meeting to discuss the specific needs of your child with the SENCO of their secondary school.
- We will do focused work about aspects of transition to support their understanding of the changes ahead.
- All necessary paperwork and reports will be passed onto the new secondary school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

**11. Who can I contact for further information?**

**Acting Deputy Headteacher/ SENCO – Mr Philip Eastwood**

**Assistant SENCO – Mrs Alison Watson**

**Learning Mentor – Mrs Tina Neil**

**Family support worker – Mrs Kathy Strong.**

**Acting Head teacher – Mr Paul Brooksbank**

**All the above can be contacted via the school office.**

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