



ST PIUS X
CATHOLIC PRIMARY SCHOOL

Part of the Nicholas Postgate Catholic Academy Trust

School Local Offer

SEND Information Report: School Local Offer

St Pius X Primary School is a mainstream school with a 26 place Nursery. Pupils attend from the age of 2 years and leave aged 11 years.

Upon entering Nursery, children are assessed; this is called a baseline assessment. Formal assessments are then carried out at regular intervals; at least termly, so we can track your child's progress over time. Children throughout the school are assessed regularly and monitored during termly progress meetings with the Class Teacher, Head of School and SENDCo.

Parents are invited to individual meetings with their child's teacher each term to discuss their progress and achievements. In addition to these; if necessary, further meetings between parents and the SENDCo are held. These meetings help us to build up a clear picture of your child's needs. The SENDCo may carry out more in-depth assessments of needs either in response to data or staff concerns. If required the school will bring in external professionals to further assess and give recommendations for appropriate provision.

St Pius X Primary School SEND Policy is available in the Policies tab.

Our SEND Local Offer:

1.) **How do we involve parents in planning for those needs?**

Parents of children who are identified as requiring SEND support will be invited to meet with the Class Teacher termly to discuss the provision of support available. Parents of pupils with an EHCP will also meet with teachers termly and attend annual reviews arranged by the SENDCo

2.) **Who in school will support my child and how will this be monitored?**

The SENDCo will monitor the provision of all students on the SEND register and will oversee monitoring and evaluation of progress and provision. All teachers at St Pius X Primary School have a responsibility for the teaching, assessing and monitoring of students with SEND. This is the first principle of the 2014 Code of Practice. Pupils who are registered as SEND, in line with the SEN code of practice 2014, will have termly planning and evaluation meetings. Teachers, parents and the pupil will contribute to planning the provision and completing a SEN Support Plan (SSP). The SENDCo will oversee the plan, monitor progress and evaluate any interventions. Students with an EHCP will have their progress reviews with the SENDCo. Quality first teaching is supported by a team of support staff who have differing roles. However, always central to this is breaking down barriers to learning and helping SEND students to move forward with their learning and progress. The graduated approach detailed in the SEND Code of Practice i.e. "assess, plan, do and review" is adopted in our school. Effectiveness of a provision will be monitored by teachers and support staff carrying out continued assessment.

3.) **How are decisions made about the type and amount of provision a young person will need?**

We will talk with parents and the pupil (if appropriate) to understand and establish what they see as the priority. Decisions are based on quality evidence the school has collected: both data evidence and from talking to everyone involved in teaching a pupil. Decisions will also be based on the advice from any other professionals who have been working with or assessing a pupil. Interventions are generally delivered in six to ten week blocks and sometimes pupils will have one or more blocks.

4.) **Curriculum**

All pupils have an entitlement to study a full curriculum; differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies. Especially within core subjects, groups are set within ability bands and this leads to differentiation in the levels pupils are working at: using quality first teaching and ensuring that targets are stretching and attainable. Children benefit from the support of teaching assistants and specialist teachers if they need specific support to access the curriculum.

5.) **Parental Involvement**

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

All parents are encouraged to contribute to their child's education. This may be through:

Discussions with the class teacher.

Parents' Consultation Evenings.

Structured Conversations – a more in-depth discussion with a parent regarding a child who may have learning, behavioural or attendance issues with the aim of supporting to help develop the child's progress and attainment. Discussions with SENDCo. Parental point of view is always taken into consideration regarding the progress of your child through discussion with the class teacher and SENDCo. There is one written report scheduled in the school year. A special needs support plan for your child will be shared with you and you will be invited to comment upon it.

6.) Overall Well Being

What support will there be for my child's overall wellbeing?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

Therapy Services – available through Middlesbrough and Stockton Schools in Mind.

Personal, Social, Health and Economic education (PSHE) lessons.

Pupil voice is highly regarded. There is an opportunity for the children to comment upon their progress and targets.

7.) Specialist Services

What specialist services are available/accessed by the school?

At times, it may be important to liaise with outside agencies to receive their more specialised support.

The following Specialist Services are currently accessed by the school:

Educational Psychologist

CAMHS (Child Mental Health Service) /The Link

REACH/Mind

Learning Support Services

EOTAS (Education other than at school)

Occupational/Physiotherapist

Speech and Language Team

Early Years Specialist Support Service

Early help

8.) Staff Training

What training are the staff supporting children with SEND receiving/have received?

Appropriate staff is First Aid Trained.

All members of the school are regularly updated on Child Protection. This includes Governors.

Several staff are qualified to administer medication.

Several staff have moving and handling training.

Appropriate staff have training in catheterisation and intimate care.

Several staff members have received hoist training.

9.) Activities Outside School

How will my child be included in activities outside the classroom including school trips?

Trips/outings/residentials are planned inclusively and when necessary a parent will be invited in to discuss these at the earliest planning stage Risk Assessments are carried out and procedures are put in place to enable all children to participate. If it was deemed that an intense level of 1-1 support may be required, a parent may be invited to accompany their child during the activity.

10.) Transition

How will the school support my children on joining or transferring from their school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

Home/School Visits FS1.

FS2 transition visits to school

Stay and Play sessions.

New starter meetings.

Assigned buddies to support new starters.

During transition week, support staff will accompany children as they move through school.

Discussions between previous or receiving schools prior to the pupil joining/leaving.

Secondary school staff visit the school to talk to pupils prior to them joining their school.

Some children have extended secondary transition and are accompanied by a staff member to ensure a smooth transition into KS3. Our year six class teacher liaises with the secondary school SENDCo: passing over valuable information prior to transfer. If appropriate, a bespoke plan may be arranged between the two schools and involve a planning meeting with the parents.

11.) SEND Resources / facilities

How are school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending upon the individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time of the year.

Resources may include deployment of staff depending on individual circumstances.

St Pius X is very fortunate to have a fully-fitted disabled changing facility which includes hydraulic bed, disabled toilet, height adjustable sink, shower and electric hoist.

12) How is the decision made about how much support my child receives?

These decisions are made in consultation with the class teacher and senior leadership team. Decisions are made based upon termly tracking of pupil progress and assessments performed by outside agencies.

During their school life, if further concerns are identified due to pupil's lack of progress, other interventions will be arranged.

12.) Further Information

Who can I contact for further information?

If you wish to discuss your child's education please contact:

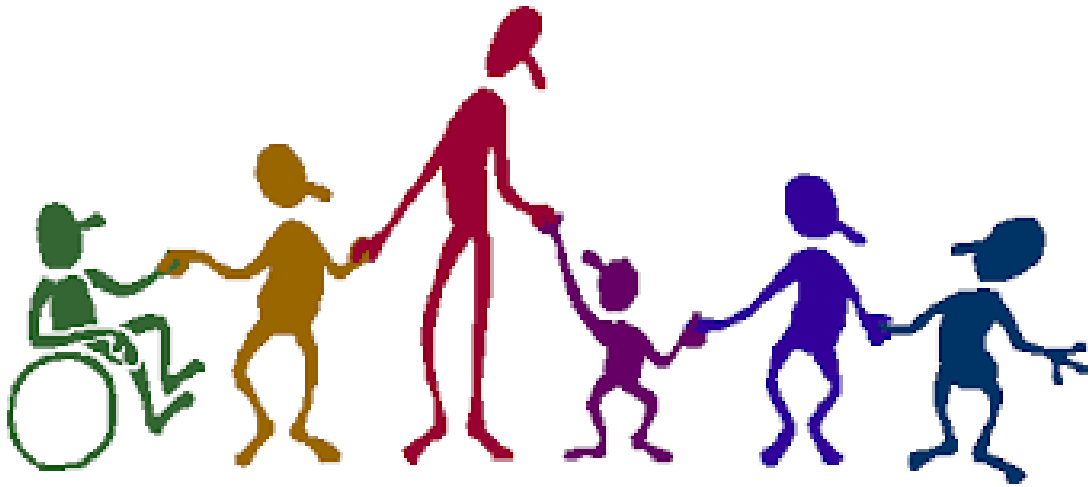
Your child's class teacher

The school SENDCo.

Or refer to Middlesbrough Council's Local Offer.

Reviewed September 2021

Special Educational Needs and Disabilities (SEND)



Parent Information Booklet

At St Pius Catholic Primary School, we aim to ensure the curriculum provides a range of opportunities for all children to learn, live and grow in the light of Christ.



Through creating a school environment which nurtures the whole child, each pupil's individual potential can be achieved, good relationships formed and dignity valued.



St Pius X works in partnership with home, parish and community as we understand by working together, we can provide the best possible learning experience for each child.



Aims

As outlined in the SEND Code of Practice, 2014;

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.



A child is considered to have Special Educational Needs if they require specialist provision – provision different from or additional to that normally available to children of the same age. There are four areas of need. These are;

- Communication and Language
- Cognition and Learning
- Social, emotional and mental health difficulty
- Sensory and/or physical need



At St Pius X we aim to;

- To identify and provide support for pupils who have SEN and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.

- To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school.
- Collaborate with outside agencies and professionals to create a support structure to enable individuals to achieve.



Supporting your child

The needs of each child are monitored by the class teachers, teaching assistants, SENDCo, members of the Senior Leadership team, Head Teacher and Executive Head Teacher.

If you have a concern about your child’s learning, please contact their class teacher first.

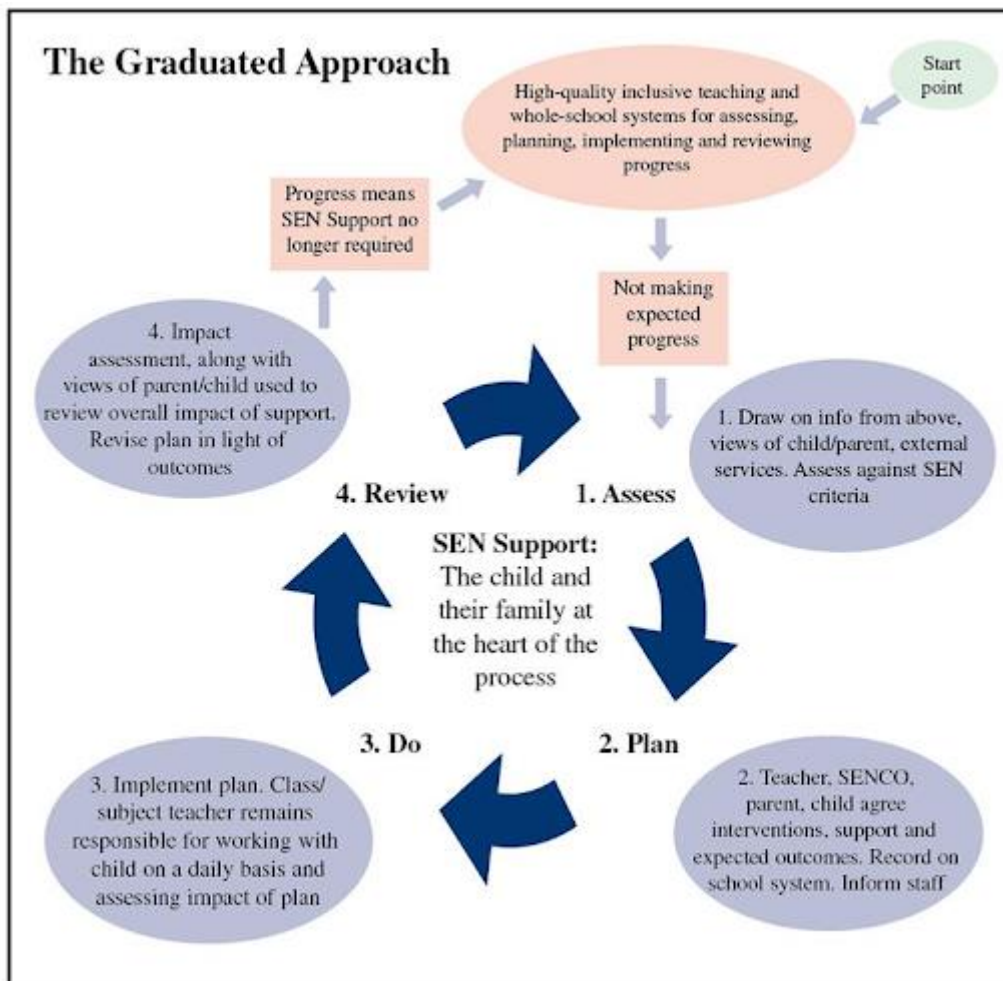
Miss Green is the school Special Educational Needs Co-ordinator (SENDCo) and will work alongside the class teacher to source and implement any additional support needed for your child.



Levels of identification of SEND need:

Level	Triggers	Process
Monitor	If a child has been identified by the Class Teacher and /or year group team as failing to make progress, the child will be monitored.	<ul style="list-style-type: none"> ● Areas of difficulty will be established. ● Discussions with parents.

	<p>These children will receive same-day interventions to reinforce learning.</p>	<ul style="list-style-type: none"> ● Some strategies and differentiation of the curriculum will be initiated.
Vulnerable Pupil	<p>As above but the cause of lack of progress is believed to be due to;</p> <ul style="list-style-type: none"> ● Poor attendance and punctuality. ● LAC. ● Medical needs. ● Behaviour issues. 	<p>SENDCO, PL, SLT will discuss support with team around the child and parents. Support may include;</p> <ul style="list-style-type: none"> ● Parent support. ● Play therapy. ● CAG. ● Early Help.
SEN Support	<p>After a period of monitoring, if a child;</p> <ul style="list-style-type: none"> ● Continues to make little or no progress over a longer period. ● Is working at curriculum levels substantially below that expected of a child of a similar age. ● Has sensory or physical needs and requires specialist equipment or regular advice or visits to a specialist service. ● Has on-going communication or interaction difficulties which cause substantial barriers to learning. ● Even when teaching approaches are particularly targeted, in discussion with parents, a child may be placed on the SEND register. 	<ul style="list-style-type: none"> ● Specific targeted support will be initiated. ● Further assessments may be arranged. ● Referral to outside agencies, e.g. Educational Psychologist
Education, Health and Care Plan (EHCP)	<p>It may be decided, in discussion with parents and multi-agency meetings, that there is a need to apply for an EHCP. This would be considered if;</p> <ul style="list-style-type: none"> ● The child continues to make little or no progress in relation to specific targets. ● They continue to work at curriculum levels substantially below age related expectations. ● The child requires specialist equipment or regular specialist support. 	<ul style="list-style-type: none"> ● Plan and track targets. ● Work with support services. ● Work with parents.



External Support Agencies

When children require additional support, the SENDCO may seek advice from other professionals. These include;

- Educational Psychologist
- SEND Support Team
- CAMHs
- Speech and Language Team
- Outreach support from other schools
- Counselling support services
- School Nurse
- Hearing/Visual services
- Physiotherapy/OT
- Young Minds in School

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

Supporting students with medical conditions

Not all children with disabilities have SEN, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair.

Teachers must however adapt their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements.

Facilities in school currently include fully fitted disabled toilet and changing room as well as disabled parking spaces.



English as an additional language (EAL)

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based, school will arrange for assessments to be carried out to establish whether or not they have barriers to learning or learning difficulties.



Enabling pupils with SEND to engage in activities in school

Our school vision demonstrates our commitment to helping our pupils achieve their fullest potential. St Pius X encourages all pupils to engage in as many experiences as possible and our disabled pupils are no exception.

All pupils are encouraged to take part in sports day, school performances and weekly liturgy, school trips and special workshops. No child is ever excluded or discouraged from taking part in these activities because of a disability or SEN need.

St Pius X School:

- *sets suitable learning challenges;*
- *responds to pupils' diverse needs;*
- *overcomes potential barriers to learning and assessment for individuals and groups of pupils;*
- *aims to identify and remove barriers to disabled pupils in every area of school life.*

