

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

'Love like Jesus. Learn like Jesus. Live like Jesus.'

SEND Local Offer 2023/24

DOCUMENT STATUS:

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St Stephen's Catholic Primary School	I	September 2023	For adoption by Governors Body	September 2024

St Stephen's Catholic Primary School

Information Report & Local Offer 2023-2024

Organisation

St Stephen's Catholic Primary School

Description

St Stephen's Catholic Primary School serves the communities of Longford and Orford. Our parish church is just next door. We are a Catholic Primary School where the gospel values included in our mission statement are at the heart of all we do.

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Website

<http://www.st-stephens-catholic.eschools.co.uk/website>

Venue Name

St Stephen's Catholic Primary School

Sandy Lane

Warrington

Postcode

WA2 9HS

I Local Offer

Please follow this link to look at the Warrington Local Offer:

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0>

St Stephen's aims to provide every child with high quality teaching and learning opportunities within a caring and stable environment which promotes inclusivity and co-operation and

respect for others through the nurture of Christian and moral values. The school is wheelchair accessible.

Currently, 17% of our children have been identified as needing SEN support and 2% of our children have an EHCP

School Local Offer Contact

Mr Steven Hatton (Headteacher)

School Local Offer age bands

5-7, 8-11

School Local Offer facilities

Wheelchair access, secure environment, accessible toilet, accessible parking.

Local Offer school setting

Primary School

Local Offer school setting description

Faith School Mainstream

2 How will the setting know if my child needs support?

All children throughout the school are monitored via our Pupil Progress Meetings and termly Individual Education Plans (IEP) cycle. At St Stephen's, we recognise that a number of children may have Special Educational Needs or Disabilities (SEND) which may be long or short term and may arise from general learning difficulties or temporary or permanent medical or emotional problems.

The work in every school class is a continuous cycle of observation, assessment, planning, target setting and reviewing which takes account of the wide range of abilities, aptitudes and interests of the children. Teachers employ a variety of approaches and make provision for increased curriculum differentiation in order to maximise the achievement of all the children. SEND monitoring identifies each child's needs against the four areas of need in the SEND Code of Practice (2015) and identifies the provision in place for that child (staffing, resources, activities, approaches). This is reviewed termly and is the basis for discussion between class teachers and the SENDCO particularly at the beginning and middle of the school year and at transition time in July.

As recommended in the SEND Code of Practice (2015), there is a graduated model of action and intervention to help children who have special educational needs at St Stephen's. This approach recognises that there is a continuum of special educational need. Where necessary, increasing specialist expertise will be brought to bear on the difficulties that a child may be experiencing, therefore, ensuring progressively more powerful interventions

can be used to meet increasing need. This model also allows the range, type and intensity of interventions to be reduced as a child makes progress.

3 What do I do if I think my child has SEND?

If you think your child has a special educational need you should speak to your child's class teacher in the first instance. Your child's teacher may also speak to the Special Needs Coordinator (SENCO) or suggest that you meet with the SENCO. Any steps to provide additional assessment within school or from outside agencies will always be discussed with you. No steps are taken without parental knowledge and permission. If you are not happy that your concerns are being managed and your child is still not making progress you should always speak to the SENCO or Head Teacher. If you are still not happy with the steps taken you may speak to the school SEND Governor.

4 How will the staff support my child?

The class teacher is, obviously, the main supporter of your child. The class teacher in consultation with the SENCO parents/carers and young person will discuss and plan the education programme. Where appropriate there will also be support from teaching assistants and/or SENCO and other professionals as appropriate. The effectiveness of this will be monitored over time and progress will be reviewed regularly at least termly. The class teacher will continue to inform parents/carers when necessary and liaise with the SENCO where appropriate. The Governors will monitor the progress of SEND children.

5 How will the curriculum be matched to their needs?

Each class identifies categories of need specific to that cohort and resources are allocated to best fit those needs. Teachers differentiate and adapt lessons according to individual child needs and Individual Education Plans (IEPs) are generated in consultation with parents / carers and children. These detail specific targets, resources and support on an individual basis.

6 How will I be informed of my child's progress?

The progress of all children is assessed every term and discussed in detail at a meeting attended by the class teacher, Assessment Lead and SENCO. School has an open door policy and you can therefore arrange to talk about your child's progress and needs with the class teacher, SENCO or Headteacher at any arranged time. You are invited to a Parents' Evening twice a year where your child's progress and future steps are discussed. If your child is placed on the SEND register, then additional meetings per year are offered to review and evaluate progress against personalised targets. The SENCO is also available for individual appointments. Sometimes we use home and school link books between families and school to help us communicate with you throughout the week. At the beginning of each term, information regarding the curriculum requirements for each class is sent home so that you can see what your child will be learning about in school. Further information on all curriculum policies can be found on the school website.

7 What about my child's overall well-being?

Your child's class teacher knows all class members well and provides pastoral guidance to support each child's emotional needs. If you have any concerns about your child's emotional health and well-being this is best discussed in the first place with your child's teacher. All classes have support from teaching assistants who also know the children very well and can mentor and advise as appropriate. Together, these adults can quickly identify individuals who are vulnerable and act swiftly and sensitively to support their needs. If appropriate, small group interventions are put into place to help develop social skills or self-esteem. Children with specific needs such as autism, for example, will have support tailored to their individual needs to help them communicate and progress more effectively. The SENCO supports teachers and teaching assistants with both the informal pastoral guidance and mentoring and with the more structured approaches. There is close liaison between the SENCO and class teachers. If your child has physical or medical needs a care plan can be set up to outline the provision required so your child can access all aspects of school life as fully as possible. We have clear procedures and policies for administering medicines and dealing with accidents. Our behaviour policy includes guidance on expectations, rewards and sanctions and is closely followed by all staff. All school policies can be found on our website. School monitors attendance daily and takes the necessary actions to prevent unauthorised absences.

8 What specialist services can the setting access?

The school employs a qualified teacher who is the designated Special Educational Needs Coordinator (SENCO). The SENCO is a member of the Senior Management Team. School can access some services and professionals that are centrally provided by the local authority or health service. These include: Education Psychologists, Visual and Hearing Impaired Specialists, Speech and Language Team, School Health and Specialist Nurses. Referrals can also be made to agencies such as Speech and Language services, Specialist Orthoptist, Community Paediatrician, CYPMHS and Neurodevelopmental Pathway Team. School has made provision to provide access to Education Mental Health Support Team to promote the health and wellbeing of identified pupils. The School Health Advisor is available to discuss matters informally and is the pathway to specialised nurses for conditions such as Autism and Attention Deficit Hyperactivity Disorder (AD(H)D), Family support can be provided and referrals to agencies for counselling and mental health issues can be made.

What training do staff receive when supporting SEND learners?

The school SENCO attends regular Special Educational Needs and Disabilities (SEND) training through cluster school provision and Local Authority networks to maintain up to date knowledge of SEND practice. The SENCO is currently undertaking the National Award for Special Education Co-ordination which will be completed in February 2024. Where there is a need the SENCO facilitates CPD for staff. This can be training a teaching assistant supporting an individual child as well as training for larger groups of staff. Teachers and support staff attend training courses out of school that are relevant to the needs of specific groups or individual children in their class.

9 Inclusion of activities outside the classroom

At St Stephen's Catholic Primary School, we seek to include all children in all activities and will work closely with parents/carers to ensure barriers to participation are catered for. Risk assessments will be shared with children and families to ensure correct provision is in place.

10 How accessible is the settings environment?

The school has made all reasonable adjustments so that the physical and learning environment is accessible to all. There is wheelchair access and a toilet suitable for disabled users. There is a 'bank' of SEN resources which all staff can access. School values and respects diversity in our setting, working hard to meet the needs of all our learners.

11 How will you support my child through transition?

Many of our children move into the Reception class from local nurseries. Visits are made by the children with familiar staff on-hand to offer support. The Reception teacher will also visit the children in their individual settings to meet the children and gain any necessary information needed about each child. A meeting is also held for parents of the new Reception intake each year to enable them to meet all staff and become familiar with the school. Towards the end of each school year the children spend some time in the class they will be moving into in order to familiarise themselves with their new class teacher and classroom.

Our approach to supporting children who transfer from another school is flexible as we respond to the needs as they arise. Some children need more support than others at these times and we put the appropriate resources and strategies in place to meet each child's needs. School has well established systems to help children in the move to secondary school. We have strong links and work closely with the special needs department of the allocated secondary schools to make sure children with special educational needs or disabilities have the smoothest transition possible. This may include separate meetings with appropriate support staff and/or additional visits to the secondary school.

12 How are resources allocated to a child's SEN needs?

Individual Education Plans identify categories of need for an individual. Funds are allocated to best meet the needs of children and expenditure is regularly reviewed to ensure the school is utilising funds to ensure the very best practice and support is in place.

13 How is a decision made about the support needed?

Following detailed assessment of the child, the class teacher, in consultation with the SENCO, will decide the nature and regularity of individual pupil support. This may be more appropriate as a small group intervention or if the need arises on a 1:1 basis. Support will change according to the ongoing review of need and this will be discussed with parents/carers and the child. For children with an Education Health and Care Plans (EHCP) further

consultation will take place with all stakeholders as to the success and requirements of intervention and the funding that is available to school.

14 How can I be involved?

You are always welcome in school. Our 'open door' policy encourages two-way communication between home and school. The SENCO is available to meet with you to discuss your child's progress or any concerns or worries you may have. The SENCO is available to discuss any assessments and recommendations by outside agencies for your child. The Headteacher is also available to discuss any concerns or worries you may have.

15 Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. For further information, you can speak to the SENCO or Headteacher. Please contact the school office so a suitable time with the appropriate member of staff can be arranged.

Head teacher: Mr Steven Hatton

SENCO: Mrs Anne Georgiou

SEND Governor: Mrs Clare Abram