



St Albert's Catholic Primary School – SEN Information



<p>1. Kinds of Special Educational Needs that can be provided for at St Albert's Catholic Primary School</p>	<p>The school provides support for pupils across the four areas of need as laid out in the SEN Code of Practice 2014.</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social emotional and mental health difficulties• Sensory and physical needs
<p>2. Information about the school's policies for identification and assessment of pupils with SEN</p>	<p>Pupils are identified as SEN and their needs assessed through:</p> <ul style="list-style-type: none">• Information passed on from Nursery/Infant/ or previous school• Baseline testing. KS1 results, progress made• Feedback from teaching staff and observations• Pupil Premium Intervention not showing impact• Referrals from parents
<p>3. (c) The school's approach to teaching pupils with SEN</p>	<p>Provision for SEN pupils includes:</p> <ul style="list-style-type: none">• Quality first teaching with appropriate differentiation in place• Extra adult support in classrooms where appropriate• Reduced class sizes where appropriate



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	<ul style="list-style-type: none">• Personalised provision through time limited programmes• Personalised provision through adapted resources and interventions
a. Evaluating the effectiveness of provision for pupils with SEN	Impact tracking is completed at least termly and adaptations to provision made in light of those findings. Progress and evaluation is reported to the governor with responsibility for SEN. Annual report to the governing body and SEN Information Report posted on the school website.
b. Arrangements for assessing and reviewing pupils' progress towards outcomes including opportunities available to work with parents and pupils as part of the assessment and review process.	These arrangements include: <ul style="list-style-type: none">• Data tracking for pupil progress• Support plan and EHCP reviews• Observations and follow up• Meetings with parents
c. How adaptations are made to the curriculum and the learning environment of pupils with SEN	The curriculum/learning environment may be adapted by: <ul style="list-style-type: none">• Groupings that target specific levels of progress• Differentiated resources and teaching styles• Appropriate choices of tests and topics to suit the learner• Access arrangements for tests and exams• Additional adult support



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<p>d. How additional support for learning is made available to pupils with SEN</p>	<p>We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.</p> <ul style="list-style-type: none">• We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.• The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
<p>e. How the school enables pupils with SEN to engage in the activities of the school together with children who do not have SEN</p>	<p>Provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. No trip would be planned which would exclude a child and all visits are carefully chosen and vetted to ensure that they are suitable and accessible for ALL children. Before all off site activities/trips, a full risk assessment is undertaken.</p>
<p>f. Support that is available for improving the social, emotional and mental health of pupils with SEN</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none">• An anti bullying policy supported by staff• A social, emotional and mental health support team that provides programmes such as nurture groups, anger management and self esteem building• School council• Pupil voice



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4. In relation to mainstream schools, the name and contact details of SEN coordinator. The name and contact details of the SEN governor.	Special Needs Coordinator: Mrs Rhianon Riddick 0151 477 8560
5. Information about the expertise and training of staff in relation to young people with SEN including how specialist expertise will be secured	<ul style="list-style-type: none">• Audit of staff expertise in SEN• Effective use of support in Literacy and Numeracy• Training in SLCD, ADHD, ASC, Code of Practice, SpLD• Team Teach• Restorative practice <p>Specialist expertise and training from:</p> <ul style="list-style-type: none">• ASC advisory teacher• Educational Psychologist• CAMHS• Visual support
6. Information about how equipment and facilities to support children with SEN will be secured	SEN has its own budget and materials and resources can be purchased if they are not currently available in school.
7. The arrangements for consulting parents of children with SEN about and involving such parents in the education of their child	Parents will be consulted at: <ul style="list-style-type: none">• Target setting meetings and reviews• Regular meetings with class teachers



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	<ul style="list-style-type: none">• Pupil progress meetings
8. The arrangements for consulting children with SEN about their education	Children will be consulted as part of the Assertive Mentoring progress. They will be involved in assessing their own progress and devising their own targets.
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school	All complaints about provision will be treated seriously and every attempt will be made to resolve the issue quickly and satisfactorily. Should the issue not be resolved, it can be referred to the Governors who will apply school's clear complaints policy. These procedures will be strictly followed should any parent have a complaint.
10. How the governing body involves other bodies including health and social services, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such pupils	The governing body has access to support services through the Head teacher and SENCO. The SEN governor, Fr David Potter, will liaise with the SENCO to ensure that the governing body is supporting the work of the school in meeting the needs of the children.
11. The contact details of support	Parent Partnership Knowsley Special Education Needs and Disability Information Advice and Support Service (Knowsley SENDIASS), Sherwood Room at Whiston Willis School, Milton Avenue, Whisotn, L35 2XY. Tel 0151 443 3283 Family First – the people to contact now – Knowsley



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	<p>Early Help Team, c/o Knowsley MASH, Lathom Road, Huyton, L36 9XU – 0151 443 4707 email: eht@knowsley.gcsx.gov.uk</p>
<p>12. The school's arrangements for supporting children with SEN in a transfer between phases of education</p>	<p>The children will have access to frequent visits to their chosen secondary schools. They will work on transition activities and there will be meetings with representatives of the secondary schools, Year 6 teachers, SENCo and parents. Children's records will be transferred to secondary schools.</p> <p>Other transitions will have meetings between teachers, children and parents and all tracking and progress information will be transferred. Visits will be facilitated and encouraged for parents and children.</p> <p>Social stories will be made for children to use with their parents during the summer holidays.</p>
<p>13. Information on where the local authority's local offer is published</p>	<p>https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability</p>