Our school is an inclusive school and it welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Our expectation is that everyone has the capacity to be successful and it is our job to ensure all children fulfil their full potential regardless of the barriers that their need presents. We put children and family at the centre of that provision and ensure that you are fully involved in decisions that are made.

We as a school understand that children present with different needs and so we provided provision for each child on an individual basis as their needs may and will differ. Each child’s needs however complex are discussed with parents and we develop a range of systems to support the child as they move through the school and their requirements change. We are a child and family centred school and so we work closely with the families as they are at the heart of the school and we want to work with them to ensure the child’s needs are met.

You can see more details about how we cater for the children in the SEN policy and the Local offer which can be found on the website: [www.ourladystpaulsrc.rochdale.sch.uk](http://www.ourladystpaulsrc.rochdale.sch.uk)

**The kinds of special educational needs for which provision is made at the school**

- **COGNITION AND LEARNING** Examples: Specific Learning Difficulties: Dyscalculia, Dyslexia, Dyspraxia, Short Term Memory
- **SENSORY, MEDICAL AND PHYSICAL** Examples: Asthma, Allergies, Physical Disabilities.
- **COMMUNICATION AND INTERACTION** Examples: Speech Difficulties, Receptive Language, Expressive Language
- **SOCIAL, EMOTIONAL AND MENTAL HEALTH** Examples: Autistic Spectrum Condition, Attachment, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder.

**Information, in relation to mainstream schools and maintained nursery school, about the school’s policies for the identification and assessment of pupils with SEND**

When pupils have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting. We work closely with the area SENCO, who may be involved in the cases at an early age. We also work closely with the local nurseries to ensure that the transition from the setting is as smooth as possible.

If you feel that your child may have an SEND need then we will arrange a meeting between the teacher and the parents along with the SENCO. Here will identify any issues that the child may be having at school and at home. Together we will look at how we can support the child further and put a plan into action for extra interventions and support for the child. If the need requires it, we will also refer them to external professionals where required to assist us with this. This may include: the Educational Psychologist, Speech and Language, Healthy Young Minds or Rochdale Additional Needs Service. Further diagnostic assessments will also be undertaken to ensure the actual barrier is fully understood.
Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels or making less than expected progress, by this we mean
  - Progress is significantly slower than their peers from the same baseline
  - Fails to meet or match their own previous rate of progress
  - Fails to close the attainment gap between themselves and their peers, especially when transferring into the school
  - The attainment gap widens
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service or Speech and Language Therapist
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

Information about the school’s policies for making provision for pupils with SEND whether or not pupils have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such pupils.
   - We track pupils’ progress in terms of level of attainment and progress three times a year with three additional interim points
   - Our monitoring is carried out by the SLT, class teachers and SENCO
   - We evaluate provision map three times a year
   - We review our SEN policy annually
   - We take feedback from parents and carers at parents evening and through parents questionnaires
   - We measure the impact of interventions at the end of each term
   - We map the provision of pupils across the school
   - We review pupil outcomes and progress from their individual starting point within Pupil Progress meetings

b. The school’s arrangements for assessing and reviewing the progress of pupils with SEND
   - We evaluate SEN reviews and provision maps three times a year
   - We track pupils’ progress in terms of attainment and progress three times per year with three additional interim points. For some pupils we use P Scales and S Scales for those who are working below the National Curriculum Levels. This allows us to see progress being made by all.
   - The progress of children with Speech and Language Therapy (SALT) is assessed and reviewed regularly throughout the year.
   - We follow a cycle of: consultation meeting - set targets - review targets which take place for children with Educational Psychology (EP) involvement.
   - For children with statements/EHC plans an annual review takes place once a year. Interim meetings may also be held.
   - We gather the children views and opinions to formulate part of the review process.
   - When assessing SEND children, consideration is given to their needs e.g. a reader, a scribe, extra time or rest break may be necessary. Generally, whatever support is provided in the classroom is provided as far as is permitted during tests.
   - We hold progress meetings termly with the head teacher.
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• Initial concerns are discussed with SENCO, followed by meeting with parents, followed by referrals to outside agencies if appropriate or placement on appropriate intervention programmes.
• We instigate EP assessments and other assessments through health, social care and other agencies such as Rochdale Additional Needs and SALT as appropriate.
• Further information on the implementation of our SEN Policy can be found on the school website

c. The school’s approach to teaching pupils with SEN
• Every teacher is a teacher of every child, including those with Special and/or Additional Needs
• Our approach is an inclusive approach. We believe in fully including all of the children in the life of the school, we make reasonable adjustments as appropriate.
• The fundamental aim of our school, and the very reason for our existence, is to enable each child who attends to embrace and fulfil their unique potential.
• Quality first teaching takes place in every classroom.
• Teacher work alongside the Headteacher, The Governors and the SENCO to ensure that the correct provision is given to the children with SEND. As a school provision is planned for on a continuous cycle of planning (plan, do, assess and review), teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and progress within these arrangements at their own rate.
• Those with SEND will receive support that is additional to or different from the provision made for other children. We aim to identify children with particular needs on admission, throughout the Foundation Stage and as they move through the school. Assessment of children may include observation of children’s social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests which will enable peer group comparisons to be made.
• Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum, although speaking English as a second language is not seen as a special educational need.
• Early intervention is always our priority.
• We use a graduated response model. A breakdown of this can be found in section 13 of the SEND policy which is available on the schools website: http://www.ourladystpaulsrc.rochdale.sch.uk/

d. How the school adapts the curriculum and learning environment
• We are working towards being an Autism Champion school. With regard to that we ensure that every classroom has the same resources and that the environment is right for all and that no person is singled out because of equipment, such as coloured overlays, slanted writing boards, work stations or individual visual timetables etc. Every class displays a visual timetable for the day and individuals will have their own specific adapted timetable on their desks.
• The school acts upon the advice of external professionals to ensure the curriculum and environment is also adapted on an individual basis, such as individual work stations. Work is differentiated to meet the needs of all children including those with SEND.
• All classrooms are learning friendly including labelled resources, visual timetables, working walls across all classes to ensure ease of recognition.
• This is checked on SEND learning walks.
e. Additional support for learning that is available for pupils with SEND
- Within class a large range of approaches to teaching are deployed as part of quality first teaching such as using a range of activities that support the child’s learning style along with peer discussions to include the pupil within sessions, group activities with mixed abilities to encourage the pupils to work as part of a team, sensory breaks for the children and individualised timetables for a range of activities that match the need of the child as described on their Provision map.
- For children who require additional intervention programmes these are supported by Teaching Assistants or class Teachers. These may be curriculum based or be more specific to meet the child’s emotional needs.
- A number of intervention programmes are in place for children who require extra support. These include:
  - Social, Emotional and Mental Health: Lego Therapy, Talkabout groups and break time club, gardening club, quiet time activities such as colouring and drawing, library club
  - Motor skills: OT sessions for gross motor skills and fine motor skills supported with finger gym sessions
- We map interventions for individual children and review the effectiveness of them termly.
- We follow the SEN Code of Practice 2014.
- We provide SEN Reviews and update Individual provision maps termly.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum; and include
- All extra-curricular activities
- Breakfast and After School Club
- School Visits and Residential Trips
- Music Lessons and additional Drumming sessions for individual children
- Playground to Podium and School Games
- Gardening club and colouring club at break times
- Occupational Therapy Session on equipment in the hall
- Fine motor skills groups (Finger gym)

In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO
The SENCO is:
Mrs Angela Cooper
01706 360 827
office@ourladystpaulsrc.rochdale.sch.uk

Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured
- The SENCO has the responsibility for SEND and will be undertaking the Professional SENCO qualification from January 2019
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- 6 staff are trained First Aiders and 4 of whom are Paediatric First Aid trained.
- All staff are annually trained in Asthma and Anaphylaxis care.
- All classroom staff (Teachers and TA’s) and office staff are Epipen trained
- All classroom staff (Teachers and TA’s) and office staff have received Epilepsy Training
- All Teaching Assistants are invited to any of Training courses.
- The School are also having Attachment Awareness Training.
- The school is working towards being an Autism Champion School, with a lead teacher and TA3 working to improve the provision for ASD pupils across the school
- CPD training offered regularly as above and on a needs basis.
- Towards the end of school year, teachers meet with the class’s next teacher to handover SEN ready for the new school year.
- Progress meetings take place three times a year with the Head teacher.
- SEN reviews are also held 2-3 times per year where Provision Maps are produced for specific children and shared with parents.
- The SENCO attends Parent Conference appointments in conjunction with the Class Teacher for parental consultation
- The SENCO and Head teacher will organise training on a needs basis.

Information about how equipment and facilities to support CYP with SEN will be secured
- Discussion with the agencies involved.
- Discussion with the parents.
- Discussion with the head teacher.
- Discussions with Governors to secure funding if required.
- Equipment/facilities to support children with SEN are non-negotiable in our school, within reasonable adjustment
- As part of the Autism Champion School Award we are working to ensure that every child with has access to classroom equipment that will support their learning such as, coloured overlays, slanted writing boards, work stations or individual visual timetables. Every class displays a visual timetable for the day and individuals will have their own specific adapted timetable on their desks.

The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child
- Throughout the year, there are 2 Parent Conferences and there is an end of year annual report to parents. This meeting will be held with the Class Teacher and further appointments are scheduled with the SENCO so that the needs of the child are fully discussed with the parents.
- Parental views are sought at this meeting.
- Progress and outcomes are also discussed during consultation meetings with the school’s EP. Parents are given a report and a discussion takes place regarding the outcome of any EP assessments.
- Progress and outcomes of assessment by other agencies are also discussed during consultation meetings.
- The progress of children with EHC plans is discussed at their annual reviews. At their Year 5 annual review, transition to high school is discussed with parents and the LA. Additional interim meetings may also take place.
- Parents may be invited into school to discuss their child’s progress at any time.
- Parents may request a meeting with the SENCO and/or Class Teacher at any point in the year.
The arrangements for consulting young people with SEN about, and involving them in, their education

- For all children with an EHCP a child centred review document is completed to ensure the child is fully consulted in their own review.
- For all other children both parental and child aspirations are sought and incorporated into the SEN review document.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

- The first point of contact is the class teacher followed by the SENCO and Headteacher.
- In the event that a complaint cannot be resolved, then the matter will be referred to the Chair of Governors.
- A full copy of the complaints procedure is available on the school website
- In the event the complaint is not resolved and it is in relation to SEND provision the local authority SEND team can provide further guidance on the appeal process

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children

- We have a school nurse team who are available to support the work of the school
- The SENCO will complete an Early Help Assessment for the child and their family if necessary
- We liaise closely with the school EP, RANS and the relevant health and social care professionals.
- The SEN link Governor, Mrs F Bowden, visits the school and holds meetings with the SENCO to discuss progress and developments
- Governors are briefed termly on the progress on our SEN policy including involvement of outside agencies.
- We also work closely with the School improvement officer from the LA to ensure we are providing appropriate provision.

The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

- Barnados Independent Supporters Service
- Parent Partnership (Rochdale)
- LA Local Offer, of which the school is part. The LA’s Local Offer signposts the relevant services for parents and we work closely with parents in school to help them find the relevant help and support for them.
- SENDiass (01706 515 717)
- Full contact details are available on: ourrochdale.org.uk/localoffer

The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living

- The LA’s Local Offer signposts the relevant services for parents and we work closely with parents in school to help them find the relevant help and support for them.
  ourrochdale.org.uk/localoffer

Information on where the local authority’s local offer is published

- Rochdale LA’s Local Offer can we found on: ourrochdale.org.uk/localoffer
- The school’s Local Offer forms part of the LA’s Local Offer. Our Local Offer is available on the school’s website: www.ourladystpaulsrc.rochdale.sch.uk

Date: October 2018
Date for Review: October 2019
# Waves of Intervention

<table>
<thead>
<tr>
<th>Area of Need</th>
<th>Wave 1 Universal – Whole Class Teaching</th>
<th>Wave 2 Targeted Group Interventions</th>
<th>Wave 3 Targeted 1:1/Small Group Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and interaction</td>
<td>Differentiated curriculum planning, activities, delivery and outcomes eg simplified language, key words, visual aids and visual timetables. Class routines. Access to IT equipment. Risk assessments undertaken to identify and remove barriers for participation in school trips and extra-curricular activities. Structured classroom routines.</td>
<td>In class support with focus on supporting speech and language. Small group interventions: BLAST. Break time clubs with peers. Gardening club. Lego club.</td>
<td>Small group or 1:1 support for language skills. Advice from RANS. Advice from Educational Psychologist. Advice from speech and language. Precision teaching.</td>
</tr>
<tr>
<td>Physical/Sensory</td>
<td>Flexible teaching arrangements. All Staff aware of implications.</td>
<td>Group fine motor programmes/finger gym (e.g. TA support to access curriculum e.g. Document)</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Impairment</th>
<th>Support</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>of impairment e.g. clear mouth/ good light for lip reading</td>
<td>threading, cutting</td>
<td>Resources available e.g. Pencil grips</td>
</tr>
<tr>
<td>PE Sessions</td>
<td>In class support for supporting access, writing slopes</td>
<td>Pencil grips</td>
</tr>
<tr>
<td>Risk assessments undertaken to identify and remove barriers for participation in school trips and extra-curricular activities.</td>
<td>Writing/reading overlays</td>
<td></td>
</tr>
</tbody>
</table>

- enlargement, Braille
- Occupational therapy programme
- Individual SAT arrangements
- Teacher use of resources e.g. radio microphone
- Advice from RANS
- Advice from Speech and Language
- Caritas support