

St Thomas Becket Catholic Primary School

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it:

Our Special Needs Policy is closely linked to the ethos of the school and reflects the aims and values of the School Mission Statement part of which states:

'The school aims to ensure that all the children develop spiritually, socially, physically and academically to the very limit of their potential, regardless of nationality, race, gender, class, wealth or intellectual capacity.

We hope to promote a concern for justice, a fostering of the talents of all and a full programme of caring for, and serving those who have particular needs, both within the school and in the wider community.

The school aims to work in partnership with the parents and the parish community at every opportunity.'

We aim to encourage each child to reach their full potential within the context of a broad and balanced curriculum which is available to all pupils and which is both inclusive and differentiated.

Type of school we are:

Primary

What is the definition of Special educational needs? (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. Please contact the school office to arrange an appointment for a convenient time for both the teacher and yourself.

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Who else can I speak to if I am still worried about my child?

If you have had a meeting with your child's teacher and you are still worried then you can make an appointment to see Mrs Lorimer the Inclusion Leader and the class teacher together. If, after speaking to your child's class teacher and Mrs Lorimer you are still concerned about the provision put in place for your child then further advice may be sought from Mr Campbell, the head teacher.

How does St Thomas Becket know if children need extra help?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements to ensure that all children experience success and challenge in their learning.

Teachers and senior management observe and assess the progress of children throughout their schooling. If a child is not progressing satisfactorily the teacher may conclude that the child requires help over and above that which is normally available within that particular class. At this stage a meeting will be arranged with the parent/carer to discuss the child's progress.

How will my child be supported after concerns have been identified?

A graduated approach will take place which will take into account a four-part cycle. During this process, the child's needs will be identified, and a plan discussed with parents and put into place to support the child in making good progress. Desired learning outcomes will be recorded in an Additional Support Plan (ASP) and a timescale for achievement set. (See SEN policy for full details)

What resources will be available for my child?

This will depend very much on the nature of your child's needs. The class teacher with support from the Inclusion leader may organise small intervention groups or advice from outside agencies.

How will I know how my child is doing?

A review of the ASP (Additional Support Plan) will take place termly but your child's class teacher is available to meet with you and discuss the plan earlier if you or they have any additional concerns.

Appointments can be made with the teacher by contacting the school office. In addition, you can make an appointment to meet with Mrs Lorimer the Inclusion Leader.

How will you help me to support my child's learning?

The class teacher may suggest ways in which you can support your child. Mrs Lorimer may meet with you to discuss strategies to support your child if there are behavioural and/or emotional needs.

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If outside agencies have been involved, suggestions and strategies are normally provided that can be used at home.

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 more specialised expertise.

The agencies used by the school include:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Speech and Language therapy (the school employs a therapist privately for one day per week as well as accessing speech and language support from the NHS as appropriate).
- Occupational Therapy
- School counsellor (The school employs a school counsellor twice a week)
- Community Paediatricians, School Nurse, Educational Welfare Officers, Social Services
- An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are more complex, and where interventions already in place have been less successful/ unsuccessful.

In order to help understand the pupil's educational needs better, the Educational Psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training do staff have to support children with additional needs?

There is an ongoing programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs. Recent training has included sessions on supporting pupils with Speech and Language difficulties and children with social and emotional needs.

The Inclusion leader provides support and advice for children with SEN and outside agencies are able to give additional specialist support if required.

When will external agencies be approached about my child?

If after interventions, extra support and assessment by the class teacher and the Inclusion leader the child is still not making appropriate progress a meeting with the parent will take place to discuss the best agencies to refer to.

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How is St Thomas Becket accessible to children with Special Educational Needs and Disabilities?

The building is accessible to children with physical disability via ramps. The ground floor of the building is accessible to those with physical disabilities.

We try ensuring that equipment used is accessible to all children regardless of their needs.

Specific after school provision is accessible to all children including those with SEND.

Extra-curricular activities are accessible for children with SEND.

School is fully inclusive.