

SEND Local Offer



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

 St Thérèse
of Lisieux
Catholic Multi Academy Trust

Parent Pocket Guide



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL



Saint Norbert's Catholic
Voluntary Academy



St Norbert's Catholic Voluntary Academy

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Article 7: Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents. and, as far as possible, to be cared for by their parents.

What is SEND?

SEND registers

This is a list of all the pupils in the school who have special educational needs (SEN) and/or a disability. This is a record for the SENCo and staff and allows monitoring of the progress of those pupils who need extra support.

Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra support will be given to these pupils to help them to make progress.

If your child is placed on the SEND Register, they will have specific individual targets set out as part of a Star Target Intervention Plan (STP). This allows for close monitoring of the additional provision a child receives and allows parents/carers to see what support a pupil is receiving, how often and with whom.

Some pupils with significant needs may always be on the SEND Register because they may always need support in some form to ensure they can make the best possible progress both in terms of their academic development but also social and emotional development. Other pupils may only need support for a short amount of time and if they no longer need that support, then they will be removed from the SEND Register in discussion with parents/carers.

SEND Policies

- Special Educational Needs & Disability Policy
- Inclusion & Equal Opportunities Policy
- Equality and Diversity Policy
- Medicines in Schools Policy
- Accessibility Policy



Accessibility Most of our school is accessible for wheelchairs. Corridors are sufficiently wide for anyone in a wheelchair. All walkways on the ground floor and entry through double doors are on one level. We also have a disabled toilet with a red emergency pull cord. There is also a disabled car parking space available. Any parent that is a Disabled Permit holder is able to park on school grounds during any visit/collection time to the school.

We always make reasonable adjustments for pupils and their parents/carers, where we can to ensure our school is as inclusive as possible. We work closely with parents/carers and any outside agencies who give us advice. Over the years we have various support resources and tools such as coloured overlays, therapy equipment and moved classrooms to name just a few. We always act on resourcing advice from external agencies and parental suggestions. We also are able to provide on-site an electrical medical bed in our first aid room which can support children with a host of medical needs and conditions. We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part fully in school life and activities such as school trips and residential and much more.

These may include:

<http://www.lincolnshire.gov.uk/parents/> (General information linking to disability support, children's centres, family support and caring for children)
www.lincolnshire.gov.uk/SENDlocaloffer (Early Help and the Local Authority website)
<http://www.lincolnshire.gov.uk/parent-partnership/> (Parent Partnership have helpline number you can ring to informally discuss your concerns and the website provides a wealth of information about what to do if you have concerns about your child or the provision they receive).

How can I help during a transfer?

It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability and any changes in circumstances. Always check, after a short time, that support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.

What happens if I am unhappy with the way the SEN process develops?

If you have any concerns at any point your first point of contact should be the SENCO. If your issue is still not resolved you should request an appointment with the Head of School in writing.

If your concern is related to an unsuccessful statutory assessment you should follow the procedures set out by the Local Authority for appeals and tribunals. You can also access support from Lincolnshire Parent Partnership.



Will my child be treated differently within the class group?

The ethos of our school is such that we are inclusive of all children. Support within the classroom will include differentiated work and use of appropriate resources dependent on a child's needs. This will not exclusively be for SEN pupils as there are many different needs within all classes.

If your child, in agreement with yourself, felt that pupils needed to be made aware of their needs, this would be organised in collaboration with yourself. This may include visits from the School Nurse to explain medical needs or completing a programme of work linked to differences in communicating. We believe in true inclusion and equity-not giving all pupils the same but giving every individual what they need to have the same opportunity and access to every aspect of education and school life.



What do I as a parent need to know/do?

How can I be involved in supporting my child?

It is important that you make us aware of anything that you feel may impact on your child's ability to access learning in school. This may include letting us know if there have been changes in home circumstances as the emotional impact of this can become a barrier to learning.

If your child is being seen by medical professionals, school is sent a copy of the written report but this can take some time to arrive in school so it is always best to inform us of any new information yourself so that we can support your child.

We strive to work together to improve outcomes for your child so it is vital that you attend any meetings regarding your child's progress in school. This includes parent consultation meetings, Star Target reviews, Annual Reviews, TAC meetings, ESCO meetings, pastoral support meetings.

When attending review meetings you will be given a copy of the new targets for your child so that you are aware of their targets. There will be ideas of how you can support this learning at home, including websites, resources and activities that you could use. Your child's Class Teacher will also be happy to suggest any further ideas and the webpage for your child's class will always have links to appropriate learning websites that you can access free of charge.

How can I access support for myself and my family?

Your first contact should always be with your child's class teacher and if they are not able to help, the SENCo will be happy to listen to your concerns and where necessary will give you contact details of more appropriate support services.

The school hosts an informal coffee morning once a term where you can chat to the SENCO as well as other parents of children with SEN. Occasionally there will also be a representative from some of our outside agencies who will be available to discuss general concerns about your child.

Changes to SEND

At St Norbert's Academy the changes to 'Special Educational Needs and/or Disability' (SEND) Code of Conduct 2014 afforded us the opportunity to review our provision. The changes affected how we now work in school, further improving how we work with parents/carers and other professionals. Some of the main changes were:

- We no longer use the terms 'School Action' and 'School Action Plus'. We provide 'SEN Support' instead.
- 'Statements of Special Educational Needs' are called 'Education, Health and Care Plans'.
- Parents/carers of pupils with an 'Education, Health and Care Plan' may be given the option to manage some of the funds allocated to the pupil.

What happens if I am concerned about my child's progress or my child is identified as having SEND?

Who do I speak to if I have concerns about my child?

Your first point of contact should always be your child's class teacher. If you are worried about the progress your child is making either academically and/or socially your child's class teacher will listen to your concerns. They will try to address the issues through class support but may feel they need to seek further advice from the Head of School who oversees the SENCo role. This does not automatically mean that your child will be placed on the SEND register but if this is felt to be the best course of action you will then meet with the Headteacher/SENCo to discuss your child's needs in more detail and how your child will be supported. This could be through a meeting, phone call, MS TEAMS meeting etc, we work with parents especially in view of the COVID-19 Pandemic to meet in a timely and convenient manner.

Who is the SENCo?

The SENCo at our school is Mrs J. Withers. She is responsible for the teaching and learning of most vulnerable groups of pupils (SEND, EAL, Pupil Premium). Should you wish to meet with Mrs Withers to discuss any concerns or issues with your child then please ring the School Office or speak with a member of our office staff to arrange an appointment.

Mrs Withers' role involves:

- Supporting staff with writing STAR targets and identifying appropriate interventions;
- Signposting parents/carers to appropriate support when necessary;
- Making referrals to external agencies;
- Linking with external agencies, gathering advice and making sure that it is put in place;
- Support staff in providing the correct intervention and equipment for pupils;

- Linking with other schools to support transitions
- Making requests for statutory assessment;
- Keeping up to date with relevant guidance and statutory information;
- Attendance at professional development courses;
- Organizing and delivery of relevant training for all staff;
- Maintaining and updating records of pupils;
- Meeting with parents to discuss progress against STAR targets where necessary.

Mrs Withers will be able to offer advice about how to identify if your pupil has any special educational needs and what support they might need. She can make direct referrals to many outside agencies to make sure that your child's needs are met in school. She can also provide information about who may be able to help with any family needs.

Mrs Withers is a qualified teacher who has held the role of SENCo in a previous setting for 5 years and has been the SENCo for 4 years here at St. Norbert's.

She is also as Headteacher and leads the Senior Leadership Team within St Norbert's. She has been a qualified teacher for 15 years and has been a Senior Leader for 14 years. She completed the NASENCO Award through Bath Spa University.

If my child has English as an Additional Language, how long would it be before they would be identified as having SEN?

As a school we allow children time to acquire basic spoken and written English language skills. Where there is evidence that your child is finding it difficult to retain the English they are taught, we would discuss with you whether or not there were any concerns in your child's home language. Assessments can still be carried out using STT, Wellcomm Assessment, SALT and we can also use the Educational Psychologist and any other agencies to support our assessments of your child.

Should I tell the school if my child has any difficulties?

It is extremely important that we are made aware of anything that may affect your child's ability to learn and engage with their peers. This may be a medical need, an identified specific learning difficulty such as dyslexia or social and communication difficulties. It would also include information linked to difficult family circumstances such as separated parents, lack of family support network in this country or the death of a close family member as all of these situations can affect your child in school.

What will happen if the school has concerns about my child's needs?

Concerns might be raised through analysis of data at varying points throughout the year, through Pupil Progress Meetings with the Head of School, through observations of a child in and out of the classroom and monitoring pupils work.

The Class Teacher would discuss their concerns with you to gain your views and may then put some additional support in place to identify whether the gap in learning can be

It would be useful if you could also tell us all about your child and their needs. If outside agencies are involved, the SENCO will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

Moving from one class to another

When your child moves from one year group to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. Any pupil who has a special educational need and/or disability will have a Star Target Plan and possibly other support plans such as a Health Care Plan or Reactive Plan. Current relevant paperwork are passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The SENCO will also ensure that new teachers and support staff are informed about pupils with SEND so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

Moving to another Primary School

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Star Targets and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

Moving to Secondary School

The Head of School at our school invites all the secondary school SENCOs during the final term of Year 6 to inform them of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our Head of School passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as Star Targets and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.



Social, Emotional and Mental Health

- Reactive plans which outline a pupil's specific needs and the best strategies to use to help them
- Social skills activities including board games, social stories, SEAL activities, Seeing Red programme, TalkAbout for Teenagers, Boxall Profile activities
- Self Esteem strategies including reward schemes and It's Good to be Me activities,
- PP Teaching Assistant available for pastoral support as and when required.

Medical, Physical and Sensory Needs

- Specialist equipment such as work screens, headphones, pencil grips, coloured overlays, fiddle toys, listening stations
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and medical needs including feeding buttons and diabetes;
- Advice and guidance from Occupational Therapists as required;
- Advice and Guidance from Sensory Impaired Service;
- Advice and Guidance from Social Communication Outreach

What is a Star Target Plan?

A Star Target Plan is a document which identifies what your child finds difficult, sets small achievable targets and outlines what extra support your child will receive to help them to make progress. Star Target's are child friendly and written from the child's point of view so that they are easy to understand. The plan is shared with you in the Advent, Pentecost and Lent terms through parent consultation meetings with the class teacher and with the Head of School at a separate meeting called a Star Target Review. At these times, we will review the previous targets to let you know the progress your child has made against the targets they were set. You will be given a copy of the new Star Targets so that you can support your child with each of the targets.

At some review meetings a professional who has assessed or worked with your child may attend to share their views on your child's progress and suggest possible new targets along with how to achieve them.

At the review meetings you will be asked to sign a 'gold form' which is a record of attendance and/or communication regarding your child's needs.



Who can my child talk to if they are worried or have concerns?

There are many ways your child can express concerns in school. Each class has a worry monster case where children can write down/ draw anything that is worrying them. This is then checked by the Class Teacher or Teaching Assistant and time given to the child to discuss their concern in more detail with an appropriate adult. If more time is needed, the SENCO will allocate some time to speak with the child to determine whether further intervention is required. This may be working with peers on friendship concerns or 'it's good to be me' activities to boost self-esteem.

There is also a visible presence across the school who children can approach with worries without the need for a timetabled session. If a child appears to be finding friendships particularly difficult the Class Teacher and SENCO may, along with the child concerned, identify a 'buddy' to support positive playtimes, lunchtimes and learning time. The buddy will be a child chosen in agreement with your child and adults in school, who will support them emotionally and ensure that they have someone to talk to/ play with for as long as is required.

What training and experience do staff have for the additional support my child needs?

All staff at our school have regular training in a great number of areas of special educational needs and disability. Most staff have had training in the following:

- Autism (IDP)
- Speech, Language & Communication Needs (IDP)
- Behaviour /Positive Handling
- Epipen training /First Aid
- Precision Teaching
- Creating a Dyslexia-friendly learning environment
- PIVAT training /Safeguarding training
- Microsoft Dyslexia Awareness Modules
- Inclusive Classrooms Training
- Effective Differentiation for SEND Training
- Neurodiversity in the Classroom Training

Some staff have also received training regarding:

- Speech & Language (ELKLAN Course)
- Paediatric First Aid
- Diabetes
- Gastronomy Button training
- Makaton (Foundation Stage and Key Stage 1)
- Administering PKU Gel training
- Wellcom Intervention
- Boxall Profile training



My child has an EHC but now I feel that they need a special school place, what do I do?

If at any point you or the school feel that a mainstream school can no longer meet your child's needs, an early Annual Review can be called. Any discussions about school places need to be discussed at the Annual Review, preferably with any supporting outside agencies present to give their views. The request for a special school place will be noted on the Annual Review form and the Local Authority will consult the named special school. A decision will then be made based on whether any places are available and if the special school could meet your child's needs. It is important to be aware that a recommendation does not guarantee a place at a special school.

Who will support my child in school?

Any of the following may work with your child in order to support them in achieving their targets and to help them fulfil their potential:

- Class Teacher
- Class Teaching Assistant
- SENCO/Head of School
- Pupil Premium Teaching Assistant
- EAL Teaching Assistant
- Midday Supervisors
- Play Leaders
- Any other members of staff who have appropriate qualifications and/or experience



How will they catch up with lessons they have missed?

Withdrawn support is a carefully planned approach to support your child's learning. Where possible, the additional work they complete outside of the classroom will be linked to what the class is doing, however there will be occasions when a gap is identified that is separate to main class teaching. Where this is the case children are withdrawn in short sessions to address these gaps and enable them to then fully engage with the learning in the classroom. In many cases, children's needs are met within the classroom through guided work with either the Class Teacher or Teaching Assistant.

What is an Health Care Plan?

Children who have medical needs will have a health care plan written using information provided by medical professionals working with your child. This will be on an agreed school format and will be shared with you. When all parties are in agreement with the actions that will take place to ensure the safety and wellbeing of your child you will be required to sign the plan.

The health care plan will be shared with all appropriate staff members including lunchtime staff and a copy kept in the Medical File in the staffroom so all staff, including those on supply, are aware of your child's needs.

Health care plans are updated annually and/or when updated medical information is provided.

Where will the information about my child be kept?

Star Target Scrapbooks are kept in the classroom and contain an Star Target and work related to children's targets. More sensitive information such as reports are kept in a locked SEND cupboard in the Head of School's Office. Information is shared with appropriate staff to enable all adults working with your child to be sensitive to their needs and support them throughout the day including at lunchtimes.

At all times, the Records Management Policy is adhered to.



How will my child be involved in the process and be able to contribute their views?

Depending on your child's age and stage your child may be asked how they feel they have progressed against their targets. This will be done in an informal way through discussion with the SENCo.

Star Target's are shared with your child too, so that they understand what they are trying to achieve and what we are going to do to help them in school.

Where appropriate your child will be asked to identify their own areas for development which will be considered when writing new targets.

When working with adults on their targets children will regularly be asked how they feel they are getting on and given feedback from the adult they are working with, about their progress against their targets.



The process of getting a diagnosis for specific learning needs.

The Head of School following referrals from staff, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register with parental consent.

Pupils will only receive a diagnosis if they have a specific difficulty. A specific difficulty is something that has been identified as being a particular barrier to learning, such as Dyslexia, a social communication need, ADHD or that they have a medical need. This is not an exhaustive list of specific needs – please see the SENCO if you have any further queries.

Depending on the concern raised, the SENCO can make direct referrals to a variety of external agencies. If the concern is a specific difficulty such as ADHD or a social communication need, or indeed a medical need, the SENCO can make a direct referral to the Community Paediatrician based at the Johnson Community Hospital. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, or understanding and expressing language, the SENCO can make a referral to a Specialist Teacher from a team called the 'Specialist Teaching and Applied Psychology Service' (STT). A Specialist Teacher works at our school for half a day every two weeks. She can identify if a pupil has difficulties consistent with Dyslexia, Dyscalculia language acquisition and expression difficulties and provide advice about how best to support their needs. Specialist Teachers can undertake a variety of assessments with pupils so this is not an exhaustive list as assessments carried out will very much be dependent on the needs of the child and the ability they have to access such assessments.

If you are concerned that your child has a speech and language difficulty, the SENCO can make a referral to the 'Speech and Language Therapy Service' (SALT) based at the Johnson Community Hospital. A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs

What happens once a diagnosis has been made?

We do not wait until a diagnosis has been made to put appropriate support in place, since this can be a very long process. If it is clear that a pupil has a difficulty and displays barriers to learning, we will do everything that we can to support them. This may include moving the child to a more prominent position in relation to the Interactive Whiteboard in the classroom, changing the size/type of font to aid reading, providing timers and work screens to support a child's ability to focus as well as possible additional support with an adult (either in or out of the classroom) to name but a few.

If a diagnosis is made, we will seek advice from the relevant outside agencies about how best to support the pupil. This advice will be identified on the pupil's Star Target Plan and shared with you and discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

If a child is identified as have a special educational need we strive to ensure that all people working with that child is informed of how best to support that pupil. This may include teaching assistants, midday supervisors, volunteers and in some cases, other pupils in school.

What would the next step be if school felt that further additional support was needed for my child? (Education, Health & Care Plans)

After intensive support provided by the school and following input from external agencies a recommendation may be made to refer your child for a statutory assessment by the Local Authority. This decision would be made if your child was making very limited or no progress against targets despite intensive support and would be done with your consent and these discussions are normally held at a review meeting with outside agencies. If your child fulfilled the criteria as set out by the Local Authority they may be given a:

Education, Health and Care Plan.

From September 2014, 'Statements' will be replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family.

How can I get an Education, Health and Care Plan for my child and how long does it take?

At the moment, either you can make a parental request to the Local Authority for a 'Request for Statutory Assessment' or the school can make a request. If you make a parental request, the Local Authority will ask the school to complete a 'School Advice Form', the same as if the school make a request. However the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress.