

### What kind of special educational provision is made at St Pius X?

#### Cognition and Learning Needs

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher.

Teacher planning includes adapted work for SEND children.

Learning Support Assistants (LSAs) or Higher-Level Teaching Assistants (HLTAs) are deployed to support all children as directed by the teacher and/or SENCo.

Children who are finding some aspects of learning difficult despite high quality teaching and high-level adaptation may be supported in a small group, usually within the classroom, or withdrawn for short periods of time to work towards achieving specific objectives. These sessions will have a start and end date and will only be for specific lessons/topics/areas of need.

Depending on the nature of the child's difficulties, they may also be withdrawn from lessons for short periods of intensive specialised teaching. This may happen when:

- A child has an Education, Health and Care Plan (EHC Plan) or has been identified as having needs at the 'additional' level and needs time to work towards their specific targets.
- A child is following a short-term evidence-based intervention programme due to identification of a need to accelerate learning or target key skills.

#### Sensory and/or Physical Difficulties

Children remain the responsibility of the class teacher and will receive an adapted approach to their school life depending on their need. For example, they may have increased opportunities to use ICT to record work, or use a scribe for some sessions.

There is a ramp leading up to the school hall and a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.

For children who have medical issues, such as allergies or epilepsy, the parent/carer needs to consult with their doctor/health practitioner to complete Health Care Plans for their child to be kept in the school. These need to be updated annually by the parent with the doctor/health practitioner and given to school. We will then review and update the child's medical needs plan as appropriate. Asthma care plans are also needed by the school – a form will be given to the parents to complete and return to the school. These are also updated yearly. On some occasions an LSA is employed to support the child in the management of their difficulties.

The school will ensure it has trained members of staff for the relevant medical needs of its children.

#### Social, Mental and Emotional Health Needs

Children remain the responsibility of the class teacher and will receive an adapted approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as timers, reward charts etc. Some may also be on their own personalised behaviour management/risk reduction plan.

#### Communication and Interaction Difficulties

Children remain the responsibility of the class teacher and will receive an adapted approach to their school life depending on their need. For example, they may be pre-taught topic vocabulary, have tasks broken down into pictorial format etc. Some may attend group or individual out-of-class sessions to develop their language, social skills etc.

<p>The school runs a “Mentoring programme” and there is one trained HLTA who is used to act as a mentor for the support of children with social, communication, interaction, behavioural and emotional difficulties.</p>	<p>In discussion with the class teacher and parent, the SENCo makes a referral to appropriate outside agencies. The SENCo liaises regularly with outside agencies as appropriate.</p>
<p><b>Are SEN professionals from outside of the school (External Agencies) involved?</b></p>	
<p>A Speech Therapist visits the school on a termly basis to deliver a block of speech therapy sessions to those children on the Speech and Language Therapy caseload. She also liaises very closely with LSAs and the SENCo who see her model as an intervention so that it can be continued in class.</p> <p>For children who need additional mentoring that what we offer in school, a counsellor from the Brentwood Catholic Counselling Service (BCCS) visits the school on a weekly basis to work individually with children in a therapeutic manner.</p> <p>Some children with particular difficulties are supported by the involvement of external agencies e.g. SEND Inclusion Team, Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals. All may provide specialist assessments or advice on different strategies or materials.</p>	
<p><b>Are there any other Support Services that are readily available to St Pius X?</b></p>	
<p style="text-align: center;"><b><u>1. BCCS Counselling</u></b></p> <p>This service is commissioned by Brentwood Catholic Children Services and is delivered in school so that there is minimum disruption to the education of the child or young person. Access to provision is by referral from the school.</p> <p style="text-align: center;"><b><u>2. Learning Mentor</u></b></p> <p>Our school has a Learning Mentor who works on a one to one basis with selected children for up to an hour every week. The support given depends on the needs of the child but the main aim of the support is to help to improve learning outcomes and children’s emotional wellbeing. The impact of the intervention is closely monitored.</p> <p style="text-align: center;"><b><u>3. Termly blocks of Speech &amp; Language Therapy Sessions</u></b></p> <p>A speech therapist delivers termly 4 week blocks of Speech and Language therapy for children with a Speech and Language care plan. An LSA or HLTA will attend these sessions with the child so that speech therapy is then continued during the periods between the therapist’s visits.</p> <p style="text-align: center;"><b><u>4. SENCo Network</u></b></p>	

The SENCo Cluster Network meets normally once a term to meet the training and development needs identified by the group. It also serves as a support network.

### How does St Pius X identify, assess, provide provision and assess the effectiveness of support for children with SEND?

#### Current Identification And Assessment For Children Who Potentially Have SEND

We know that not all children will progress at the same rate and that not all children falling behind their peers have SEND. The identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs.

Adequate progress includes progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEND register at 'School Support' (SS).

Identification and Assessment includes:

- The use of high-quality formative assessment, for example observation, book look
- Summative assessment materials, for example the phonics check, reading and spelling assessment, SEND Assessment Toolkit
- Specialised assessments from external agencies and professionals, for example completion of the Connors or sensory questionnaires.

School leaders and teaching staff, including the SENCo, will seek to identify any patterns in the identification of SEND both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

#### Provision for Children at 'School Support'

1. **High quality teaching**, adapted for individual pupils, is the first step in responding to pupils who have SEND
2. **A graduated approach** is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of the child. The process is:

**Assess** – using the methods above.

**Plan** - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. A Pupil Provision Plan will be put into place.

**Do** - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

**Review** -The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted termly where a new provision plan for the child will be drawn-up.

### 3. Involving Specialists

We may involve specialists at any point to advise regarding early identification of SEND and effective support. When available we involve a specialist if a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite support. Parents are always part of this discussion.

#### Current Identification of Children who Need a Statutory Assessment

St Pius X will discuss requesting that the Local Education Authority (LEA) initiate statutory assessment of the child's needs if:

- Adequate progress has not been made despite provision of an individual programme and concentrated School Support, backed up by evidence.
- A child is identified as demonstrating a significant cause for concern.

And;

- The child's needs cannot be met under the current resources available to the school.

The Code of Practice (2014) is used to ensure rigorous following of statutory procedures.

#### Provision for Children with EHC Plans

Any additional resources awarded through an EHC Plan will be allocated in discussion with teachers, parents, external agencies and LEA representatives.

Provision will take the Graduated Response format. In addition to the termly review meetings, an Annual Review will take place where all parties involved with the child, and the child, will be invited.

### What is the name and contact details of the SEN co-ordinator (SENCo)?

Our SENCo is Charlene Deakin. She can be contacted on the school telephone number (01245 354875) or through the school office.

### What expertise and training do staff have in relation to children with SEND?

#### Teachers and LSAs

We have a team of teachers and LSAs who have varying degrees of experience and expertise. They all take part in:

- In-school training in relation to SEND.
- External training – identified through a needs-analysis, performance management procedures or area of interest.
- Performance Management.
- Observations by the Senior Management Team while supporting or teaching in-class and during out of class interventions.
- SENCo liaison meetings as necessary to discuss programmes, feedback on courses and children with SEND.
- Workshops to train new or less experienced Teachers or LSAs.

We also currently have three HLTAs who have undertaken an accredited course for supporting high incidence SEND at a HLTA level.

#### SENCo

Our current SENCo:

- Is currently completing the accredited SENCo training course
- Attends termly SENCo cluster meetings
- Attends termly SENCo up-date meetings
- Has access to SEND courses delivered at a county level as required.

### What equipment and facilities does St Pius X have for pupils with SEND?

Specialist resources are used to aid learning across the school. These include left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays etc. We also have a variety of evidenced-based intervention programmes including TalkBoost, Musical Communication, Plus1/Power of 2, Toe by Toe etc.

There is a disabled stair lift leading up to the hall and a disabled toilet.

Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.

All monies used for specialist equipment is utilised from the SEND budget, EHC Plan allocated budget or from the pupil premium funds of SEND children.

### How Does St Pius X consult with parents of pupils with SEND?

Termly meetings are arranged to update Pupils One-Plans formally and distributed to parents. At these times a pupil's One-Plan or One-Page Profile will be reviewed.

For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.

The SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies.

Parents of children who have an EHC Plan are invited to discuss their child's progress termly and at the Annual Review.

Parents of children who have an EHC Plan are invited to a separate Annual Review in Year 5 for the amendment of the EHC Plan ready for secondary school.

Parents of children who have an EHC Plan are invited to discuss transitional provision with the potential secondary school at a Transitional Review.

Parents are invited to discuss arrangements with the Class Teacher and/or SENCo throughout the year by making an appointment at the school office.

### What are the arrangements for consulting children with SEND and involving them in their education?

Children on the SEND register are made aware of their targets and are informed about their progress on a regular basis. The targets are discussed with the child so he/she is aware of them and understands any interventions involved to achieve this.

Pupils with One-Plans and One Page Profiles are invited to contribute to the development and review of these.

Annual review meetings are held for children with an EHC Plan to analyse and review previous goals, set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements during the Annual Review meeting.

Rewards for achievement of targets include stickers on charts, Head teacher awards, team/house points, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes. Some children may have an individual behaviour management/risk reduction plan to further support their needs.

Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility. SEND pupils have been and are represented on the school council and have been prefects.

### How are complaints dealt with?

There is a complaints policy for St Pius X parents. This can be viewed by request at the school office.

### How can parents get the contact details of support services?

Specialist service contact details are given to parents as and when needed. Parents can also seek independent advice from a range of services such as [iSEssex](#) or on 01245 608300.

Other support services can be found on [‘The Local Offer’](#)

### What are the school arrangements for supporting pupils transferring between pre-school to St Pius or St Pius to secondary school?

#### TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL TO THIS SCHOOL

Where children are transferring from another setting, a visit will be made to the pre-school, nursery or home by the SENCo and/or Class Teacher. A review of the child’s needs will be made after an initial settling-in period.

All SEND children may visit this school on several occasions to familiarise themselves with the staff, school structure and building.

#### TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS

At the beginning of a new academic year, the SENCo/previous class teacher will inform teachers and their LSAs about the SEND of children in the class and provide them with the summer term’s targets and any other medical information. Relevant courses will also be arranged if needed.

#### TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM ST PIUS X TO SECONDARY SCHOOL

Where children are transferring to Secondary School, the SENCo will meet SENCo’s of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school.

Parents of children who have a statement or an EHC Plan are invited to discuss transitional provision with the potential secondary school at a Transitional Review.

### Where can parents get information on the local authority’s local offer?

[Essex Local Offer](#)