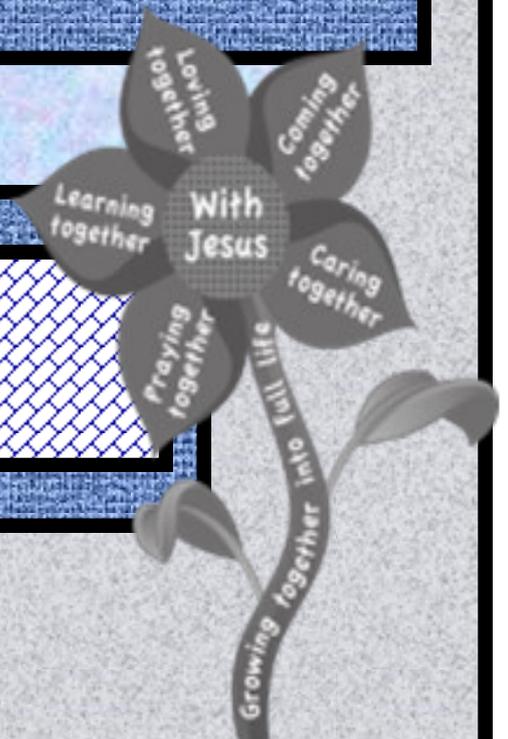


St Thomas of Canterbury
R.C. Primary School
Eastbourne Grove
Bolton BL1 5LH

Provision to Support
Pupils
with
Additional Needs

2017/2018



St Thomas of Canterbury
R.C. Primary School

School Ethos



Our School Ethos

St Thomas of Canterbury School is an inclusive school that ensures all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Every child at our school is special and is a member of our caring Christian community that has a mission statement reflecting the value and potential of every person. Inclusion is an area of provision we are proud of at St Thomas of Canterbury. By inclusion, we mean that all children join in fully with their peers both in the curriculum and the life of the school. We respect that children have:

- The right to learn together;
- The right not to be devalued or discriminated against by being excluded because of their disability or learning difficulty;
- Differing educational and behavioural needs and aspirations;
- Differing strategies for learning;
- The ability to acquire, assimilate and communicate information at different rates;
- The need of a range of different teaching approaches and experiences.

This booklet is designed to inform you of the support available at our school for your child. We believe that in partnership, we can work together to support our children particularly those identified as having additional needs.

St Thomas of Canterbury
R.C. Primary School

Admission

2017/2018

Admission Arrangements

The full Admissions Policy is available on request and on the website

St. Thomas of Canterbury is a Roman Catholic Voluntary Aided Primary School established to serve the three contributory parishes of St. Thomas of Canterbury, St. Edmund and St. James the Great. The school is maintained by Bolton Local Authority and falls to the Trusteeship of the Diocese of Salford. The Governing Body is the admitting authority and its aim is to provide a Catholic education for every Catholic pupil resident in the three contributory parishes. A Catholic pupil means a pupil who is baptised Roman Catholic.

The Governing Body intends to admit 60 pupils in the school year commencing September 2017, subject to the matters referred to below. The Governing Body will admit children having a statement of Special Educational Needs (SEN/D) or Education Health and Care Plan (EHC) in which St. Thomas of Canterbury School is named.

Admissions to the school will be made by the Governing Body. All preferences listed on the Local Authority Preference Form will be considered on an equal basis with the following set of admissions criteria forming a priority order where there are more applications for admissions than the school has places available.

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Admission

2017/2018

Admission Arrangements

The full Admissions Policy is available on request and on the website

1. Baptised Catholic Looked after Children / previously Looked after Children.
2. Baptised Roman Catholic children who are resident in the contributory parishes with a sibling in school at the time of admission of the younger child.
3. Baptised Roman Catholic children who are resident in the contributory parishes.
4. Other Baptised Roman Catholic children with a sibling in school at the time of admission of the younger child.
5. Other Baptised Roman Catholic children.
6. Non Catholic Looked after Children / previously Looked after Children.
7. Non Catholic children with a sibling in school at the time of admission of the younger child.
8. Other children.

If in any category there are more applications than places available, priority will be given on the basis of proximity to the school. This will be calculated (by the shortest walking route) using the LA computerised measuring system from the front door of the child's address (including flats) to the main entrance of the school. In the event of distances being the same for two or more applicants and where this distance would be last place/s to be allocated, a random lottery will be carried out in a public place and the required number of names will be drawn out.

Sibling refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of parent/ carer where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

St Thomas of Canterbury
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The SEN /D Team 2017/2018

MEMBER OF STAFF	ROLE	CONTACT
Mrs. F. Lysyj	Headteacher	01204 333131
Mrs J. Strong	SEN/D Governor	01204 333131
Mrs. N. Harris	Special Needs Coordinator (SENCo)	01204 333131
Mrs. A. Liptrott	SEN Learning Support Team Manager	01204 333131
Mrs. E. Jankowska	SEN/D Learning Support	Year 6
Mrs. M. Naughton	SEN /D Learning Support	EYFS
Mrs J. Markey	SEN/D Learning Support	Year 6
Mrs J. Bremner	SEN/D Learning Support	Year 2 & Year 4
Mrs J. Atherton	SEN/D Learning Support	Year 2
Mrs A. Mort	SEN/D Learning Support	Years 6
Mrs J. Buck	SEN/D Learning Support	Years 1
Mrs K. Borradaile	SEN/D Learning Support	Year 4

St Thomas of Canterbury
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CONTACTS 2017/2018

ROLE	ADDRESS	CONTACT NUMBER
Parent Partnership Services	Lowndes St BL1 4QB	01204 848722
Bolton Behaviour Support Service	Roscow Fold Centre	01204 338133
Inclusion & Statutory Assessment	Paderborn House BL1 1UA	01204 333 333
School Nurse		01204 463683
Ladywood Outreach	Ladywood School	01204 3329782
Educational Psychology Service		
CAMHS	Royal Bolton Hospital	01204 390659
Occupational Therapy	Halliwel Health Centre Aylesford Walk BL1 3SQ	01204 463484
Service for the Sensory Impaired	Thomasson Memorial School Devonshire Rd BL1 4PJ	01204 333118
Speech & Language Therapy	Breightmet Health Centre BL2 6NT	01204 462670
Barnardo's North West	7 Lineside Close Liverpool L25 2UD	0151 488 1101

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Identification

2017/2018

What should I do if I think my child has Special Educational Needs or Disability?

Parents of any child at our school are welcome to telephone or ask for a meeting to discuss their concerns about their child. These meetings can be informal chats or if appropriate wider multi-agency meetings. We operate an 'open door' policy. A list of staff to contact at school for advice is at the beginning of this booklet. Contact in the first instance should be with your child's class teacher who can then determine the next steps.

From time to time, our SENCO holds a 'surgery' so that parents can come to discuss general issues relating to SEN/D at our school. Individual children can be discussed at this 'surgery' but decisions will not be finalised until a meeting has been arranged with the class teacher and/ or other professionals involved with your child. Any concerns and planned actions will be recorded on the parental discussion pro-forma—this will be used as a reference in future discussions.

Specific advice could be sought from your GP or from one of the agencies at the front of this booklet.

- Our school website contains details of our policy for SEN/D and the arrangements made for children with additional needs.
- Information is available for parents by way of newsletters, information evenings, web pages and leaflets. An information booklet is available from school outlining our response to pupils with additional needs and the drawing up/ review of specific plans.
- Parental discussions relating to the inclusion of children with complex needs are held to support the identified needs. These meetings may discuss learning but also issues relating to behaviour and friendships.
- If the more formal multi agency meetings intimidate parents, we try to reduce their anxieties through informal chats beforehand. Sometimes, a telephone call is a preferred method of liaison.

St Thomas of Canterbury
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Identification

2017/2018

How are children with additional needs identified?

At St Thomas of Canterbury School, we are committed to early identification and intervention for children who may have additional needs. We have adopted practice which stresses that a child's SEN/D should be identified early and action should be taken.

When children have identified SEN/D before they start school, we work with the agencies who already know them and use information already available to ensure a smooth transition to our school. If you tell us you think your child has SEN/D, we will discuss this with you and investigate this—we always share what we find and agree with you the next steps.

We do not restrict identification to the entry of new children and their induction. Children can be identified by our SENCO, class teachers, support staff, outside agencies or parents and that identification can be based on a teacher's knowledge or parental knowledge.

We monitor children's progress across the curriculum and throughout their time with us. Staff will identify needs at any stage. If our staff think your child has additional needs because they are not making the same progress as others, we will observe them, assess their understanding and use tests to pinpoint what may be causing the difficulty.

Children can be identified by:

- Discussion with preschool or previous school
- Classroom observation and work sampling ;
- Informal discussion with parents, staff including the Learning Support Team and health specialists;
- Contact with an external specialist already involved with the child.

St Thomas of Canterbury
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Access to the Curriculum

2017/2018

Access to the Curriculum

All children at our school have access to a broad and balanced curriculum including the National Curriculum. All curriculum subject leaders foster a positive attitude towards and an awareness of children with additional needs.

Children with additional needs are full and active members of our school. If withdrawal sessions are needed, they will be aimed at specific targets that cannot be achieved within the normal classroom setting.

Class teachers seek to meet a child's additional needs through differentiated teaching approaches. Close liaison between class teachers/ SENCo/ subject leaders is important in this respect. If appropriate, further advice from external agencies will be co-ordinated.

Children with additional needs are included in all our school activities such as sports days/ trips, productions and membership of extra curricular clubs and teams. They can be nominated/ elected into groups such as our School Council and Eco Warriors. They have equality of entitlement.

For some of our children, particularly those with more complex learning difficulties, a differentiated curriculum is needed. 'Real life' experiences or 'life skills' we feel is one way of accessing learning. As a school, we see many advantages of these experiences.

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows them full access to all areas of learning. Teachers ensure that the work planned for children with additional needs takes account of their pace of learning, the equipment they use and the effort / concentration needed.

		Additional Provision	
AREA	Provision for ALL/ Wave 1	Wave 2	Wave 3/Action +
Cognition and Learning	<p>Planning for Visual, Auditory and Kinesthetic learners.</p> <p>Classroom organisation for developing independent access to equipment, learning tasks.</p> <p>Collaborative learning activities and use different grouping strategies in different subjects/lessons.</p> <p>ICT Suite/ Laptops/iPads</p> <p>Guided Reading/ Reciprocal Reading</p> <p>Homework Clubs</p> <p>Basic Skills Quality Mark/ Geography Quality Mark</p>	<p>Group Plans with SMART targets.</p> <p>Small group support</p> <p>Additional adult support within the classroom</p> <p>Intervention Programmes - Precision Teaching/ FLS/ALS</p> <p>Booster Groups</p> <p>ICT for recording ideas.</p> <p>VRH</p> <p>Spelling workshops</p> <p>Maths Workshops/ Booster</p> <p>Precision Teaching</p>	<p>Provision Mapping</p> <p>Planned 1:1 support from TAs as appropriate to needs.</p> <p>SEND funding where appropriate.</p> <p>External Agency Support</p> <p>Intervention Programmes - Sounds Write</p> <p>P Scales/ Life Skills programmes</p> <p>Dyslexia Screening.</p> <p>Educational Psychologist Assessment</p>
Social, Mental and Emotional Health	<p>School rules, class rules.</p> <p>Rewards & Sanctions</p> <p>PSCHE Policies, Procedures and Practice - SEAL</p> <p>Behaviour Policy/ Anti Bullying Policy- National Initiatives</p> <p>Playtime Rules - Playtime Buddies.</p> <p>Circle Time/ Bubble Time/ Tatty Teddy</p> <p>School Council/ Eco Warriors/ Prayer Group</p> <p>RE Policy, Procedures and Practice</p> <p>Voice expectations - talking voice, whispering voice, partner voice.</p> <p>Extra Curricular - School Choir</p> <p>Healthy Schools Award/ Eco Green Flag</p>	<p>Behaviour Book</p> <p>Concern Book.</p> <p>SEALS.</p> <p>Play Leaders</p> <p>Dinnertime/ Afterschool clubs such as Let's Get Cooking/ Sunflower Club/ Lego Therapy.</p> <p>Suggestion Box</p> <p>In class support - behaviour management</p>	<p>Individual Adult Support.</p> <p>BBSS.</p> <p>Social skills intervention - board games etc.</p> <p>PEOS</p> <p>Personal Educational Plans (PEPs- LAC children)</p> <p>Advice and Support from external expertise</p> <p>Learning Mentor - small group Support</p> <p>PEEPS - Personal Evacuation Plans</p> <p>Time Out</p> <p>CAMHS</p>
Sensory and/or Physical Development	<p>PE/ Premier Sports/ Extra Curricular Activities/ Play Leaders</p> <p>Accessibility /Barrier Free Provision</p> <p>Outdoor Provision - FS Outdoor Area</p> <p>Adventure Playground</p> <p>Equipment such as left handed scissors</p> <p>Out of classroom learning areas</p> <p>Healthy Schools Award/ Sainsbury's School Games Bronze Award</p>	<p>Pencil Grips/ Writing Slopes/ Overlays</p> <p>Allergy Training Programmes</p> <p>Differentiated/ Supported access</p>	<p>Advice and Support from external expertise</p> <p>Occupational Health Programmes.</p> <p>Speech & Language Programmes</p> <p>Medical Care Plans</p> <p>Support for individuals - Sensory Support Service</p>
Communication and Interaction	<p>Role play/ Drama</p> <p>Music and Singing.</p> <p>Speaking and Listening / vocabulary/ Letters & Sounds/ Table for Writing</p> <p>ICT / Blogs/ Twitter</p> <p>Talking Partners</p> <p>Out of classroom learning areas</p>	<p>Volunteer Help - 1:1 talk to me sessions</p> <p>Visual Timetables</p> <p>Lego Therapy/Sunflower club</p> <p>EAL Support</p>	<p>Advice and Support from external expertise</p> <p>Speech and Language Programmes.</p> <p>Sign Along</p> <p>Training Programme for the Learning Support Team</p> <p>1:1 targeted support</p>

St Thomas of Canterbury
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Pupil Progress

2017/2018

How will I know how my child is doing in school?

From term to term, year on year, tracking allows us to monitor progress, provision and its impact. Recording data allows us to check that a child is on track and ensure that any 'gaps' are not widening. We use this system to monitor the provision made 'in house' or from external providers to ensure we are meeting your child's needs and evaluating outcomes. Our tracking systems provide useful information in indicating the impact of provision and intentions for future.

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, you will be informed and appropriate provision will be identified to meet their needs. These needs will vary from child to child and also at different times over a child's school career. They may also be long or short term. Lack of progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches;
- Working below age expectations, particularly in literacy and numeracy;
- Presenting persistent emotional and/ or behavioural difficulties;
- Sensory / physical concerns that result in little progress despite the provision of appropriate aids or equipment.

We will always be in communication with you. We will discuss your child's progress regularly at least once a term and maybe if appropriate more often.

Opportunities for discussion include:

- Informal 'chats' with your child's class teacher and / or our SENCO
- More formal meetings with the class teacher and SENCO
- Parents' Evenings/ Open Evenings
- Multi Agency Meetings with external agencies

St Thomas of Canterbury
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Pupil Involvement

2017/2018

How are pupils involved in their learning?

Across school, there is a clear and visible commitment to involving all children in their learning: Our numerous awards and accreditations are testimony to this. We encourage and support pupil involvement by:

- Fostering a positive and supportive atmosphere across school;
- Promoting strategies that encourage positive behaviour e.g. circle time, playground buddies;
- Enabling all children to take a part in decision making through the School Council, Prayer Leadership Team and the ECO Warrior Group;
- Enabling access for all children to all the activities that make up the life of our School including out of school activities and clubs;
- Involving children in setting their own targets for learning.

All children are involved in the target setting process and hold discussions with their class teacher about their targets and the progress they are making. We believe that wherever possible children with additional needs should have a growing involvement in setting their own targets on their Education Plan and in agreeing appropriate strategies and evaluating outcomes. Extra support is offered where necessary.

- Our SENCO champions and monitors pupil involvement across all subjects;
- Children and the whole school community recognise the importance that participation, and pupil involvement can make to progress, inclusion and health targets;
- Children are given explicit feedback on how their views and ideas have been listened to, what action has been taken;
- Opportunities for reflection and evaluation are integral to our work.

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Resources

2017/2018

Resources & Provision

In consultation with the HT, it is the responsibility of our SENCo to manage resources for SEN/D. Our SENCo ensures that resources are managed, organised and distributed fairly and efficiently by:

- Evaluating our present resources— our SENCo maintains an up to date list of resources in school together with resource lists from outside agencies;
- Liaising with subject leaders who have the responsibility for SEN/D resources in their subject and maintain resource lists pertinent to their subject;
- Organising present resources—Resources are organised in a convenient and easy way for staff and pupils. Many SEN/D resources are classroom based;
- Reviewing- there is a regular review of resource provision.

Classes are supported by our experienced Learning Support Team and pupils are offered a range of provision including:

- Support for all pupils in a class
- Support for small groups of pupils in the classroom
- Targeted intervention/ catch up work on a 1:1 basis—Precision Teaching

Our SEN/D Learning Support Team is a highly experienced team of professionals who offer a range of support to pupils with specific identified needs:

- 1:1 learning support programmes specifically tailored to meet a child's needs
- 1:1 support in the classroom
- Specialist programmes of work linked to Occupational Therapy/ Speech & Language Therapy

A range of strategies and interventions are in place to support literacy and numeracy. These may include resources specifically tailored to meet a child's needs, software programmes on laptops/ iPads, or specific schemes such as Toe to Toe.

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Access

2017/2018

Outside Expertise/ Agencies

From time to time, school liaises with other professional to support the education of children with additional needs. This advice and support could come from the following agencies:

- Educational Psychology
- Speech & Language Therapy
- Occupational Therapy
- Ladywood Outreach Support Professionals
- Bolton Behaviour Support Service

A list of agencies that support additional needs is at the front of this booklet.

Facilities to Increase Access

At St Thomas of Canterbury School, we are committed to 'barrier free' provision and our governors have sought ways/ continue to seek ways to provide this through:

- Changes to improve access to the physical environment such as providing disabled toilets and washing facilities.
- Changes to improve the physical access which include ramps, handrails, lift, well designed room acoustics and way finding systems.
- Access to physical aids to access learning including ICT equipment, photocopying enlargement facilities, specialist desks and portable aids /specialist pens and pencils.

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Transition

2017/2018

Preparing for the Next Step

Transition is a part of life for all children in school. This could be transition to a new class, having a new teacher, or moving on to another school or moving to a secondary placement. We are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners particularly those with additional needs. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation

When a child joins our school at times other than the normal admission round, we receive information from their previous school. If there appears to be SEN/D, our SENCO will make contact with the SENCO from the previous school to further discuss the pupil's needs and ensure that we make the appropriate provision.

Our Foundation Stage staff meet with staff from preschool providers prior to pupils starting school. Concerns around particular needs are brought to the attention of our SENCO. If necessary, our SENCO will arrange further meetings. Transfer documents will be requested to secure an informed transition.

We have well developed links with our feeder secondary schools. Conversations begin when a child is in Y5. Once parents make a decision about secondary placement, the secondary SENCO and support staff are invited to contribute to review meetings so that transition is smooth. Extra meetings and a planned programme of pupil/parental visits are seen as key.

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Storing & Managing Information

All information will be kept confidential. Copies of education Plans and reports from outside agencies will be kept in a secure place with access for the designated person.

SEN/D Policy and School Offer

You will find a copy of our SEN/D Policy and our School Offer on our website. If you do not have access to the internet, please request a hard copy from the Admin Office.

What is the Local Offer?

From September 2014, each Local Authority in England has to publish a Local Offer for children and young people aged 0 to 25 years who have a special educational need or disability. The purpose of the Local Offer is to provide a single point for information to help families access details about services available to them and offer guidance in multiple areas, such as:

- Early Years Places
- Schools (including academies and free schools)
- Colleges
- Health and Care
- Leisure activities.

The Bolton Local Offer also includes guidance for parents when they need to speak with practitioners and professionals and information on giving feedback, raising concerns and making complaints. Access to Bolton's Local Offer is at My Life in Bolton—www.mylifeinbolton.org.uk

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2017/2018

Have your say

At St Thomas of Canterbury School, we can shape and develop provision for all of our learners ensuring achievement for all. This SEN/D booklet declares our annual offer to learners with additional needs, but to be effective it needs the views of all parents/carers, learners, governors and staff.

At St Thomas of Canterbury School, we value the support and feedback we receive and if you have any comments or questions, please contact the school office in the first instance. From time to time, we send out questionnaires and have discussions with you to improve our practice. Your opinions, views and comments are part of our self evaluation process and help us to continually improve so that we offer the best possible education for all our children.

Complaints

The majority of issues raised by parents are concerns rather than complaints. St Thomas of Canterbury School is committed to taking concerns seriously, at the earliest stage.

The first point of contact is always the person responsible—this may be your child's class teacher or our SENCo. Explain your concerns to them first.

If you are not satisfied speak to the HT. If you still feel the issues have not been resolved then you can write to the Chair of our Governing Body.