



## Together in Love, Faith and Hope

### SS Osmund & Andrew's SEND School Offer 2022 - 2023

#### The School Context

At SS Osmund and Andrew's RC Primary School we recognise that all God's children are special and unique. As a Catholic school we believe that all God's children are entitled to an inclusive education, where we challenge and support all our learners to achieve their full potential, as God intends. At SS Osmund and Andrews we place all our pupils and their families at the heart of all we do: Together in Love, Faith and Hope.

#### Working in Partnership with Pupils, Parents/Carers and Families

Choosing a fully inclusive, family centred school can be especially important if your child joins school with identified additional needs or is identified as having SEN during their time at school. We recognise that this can result in anxieties for parents and carers and we are here to support families during every step of the process.

It is important to say that many children, through the help and support of school and supporting agencies, overcome their barriers to learning and progress and go on to access teaching and learning within the universal classroom. Some children, however, have more complex and enduring needs and require longer term planning, provision and support. Provision Maps and Pupil Passports are documents that pupils and parents also contribute to and serve to share and record individual targets, provision and steps in progress.

The school **SENDCo, (Special Education Needs and Disabilities Co-ordinator)** undertakes the role of over-seeing all pupils throughout school identified as having SEN supports families, carers, pupils and all staff to ensure everything that can be done is put in place. Referrals to professionals for advice and support will be made using the **Early Help Assessment** process. The EYFS/ KS1 and KS2 Learning Mentors are part of our school SEN team and work closely to support pupils in and out of the classroom. Regular meetings with the team can really help to provide continuity of care as your child moves through the school on a journey whereby individual needs can change quite considerably. Suitably qualified and experienced Special Needs Assistants (SNAs) support children with the most significant needs usually requiring the support of an Education Health Care Plan (EHCP).

The Early Help Assessment (EHA) is an assessment completed by the SENDCo with the family of a pupil having difficulties usually requiring referrals to outside services and professionals. It is the framework whereby referrals to professionals can be made and it provides an ongoing record through termly meetings to include devising and reviewing an Action Plan to ensure progress towards specified targets is being made. This enables parents and school to work in partnership towards agreed outcomes.

**For independent support and advice outside school please contact:**

**IAS: Information and Advisory Service: Support and Advice for ages Birth-25 Years 01204 848722**

Offer support and independent advice for parent and carers of children with SEND

**Pupil and Student Services: 01204 333143**

Advice on school admissions.

**School Nurse Service**

Offer support and advice regarding the health and well-being of pupils.

To contact our School Nurse Lisa Gamble ring 01204 338063

**Bolton Integrated Health and Wellbeing Service-** works with 0-19 age range 01204 332750

**Breaking Barriers NW - A Charity for Disabled children, young people and their families.07717 434840**

**Complaints:**

The services identified above can help with issues you may need to raise. If you are unhappy please also contact the person responsible –

- Class Teacher relating to difficulties at Class Level.
- SENDCo regarding any/all aspects of SEN provision.

If the problem cannot be resolved you, or the SENDCo, may need to contact either the **Deputy** or **Head Teacher**.

## **Meeting the Needs of Pupils with SEND in the Classroom**

The progress of all pupils in school is assessed and tracked to enable teachers, the SENCo and school leaders to closely monitor pupil progress. Our school assessment process measures pupil attainment and progress against Age Related Expectations (ARE) which are very specific statements relating to what every child should achieve during each academic year. Test results in Maths and English may also provide a Standard Score (SS). Average or typically developing pupils will achieve a SS of 100, scores above or below can indicate higher or lower achievements and direct teaching and learning to include target interventions.

Children not meeting key Age Related Milestones will be identified. The Early Help Assessment (EHA) may be undertaken within each wave to ensure support services are engaged as required.

Teachers follow the Assess, Plan Do Review Cycle in the graduated response to address additional needs and gaps in learning.

**Wave 1:** Children have needs that can be met in the universal classroom provision utilising high quality, inclusive teaching and differentiation. If the gap in attainment still exists, then the pupil will move to Wave 2.

**Wave 2:** provision to include target interventions, booster lessons and support will be implemented and shared with pupils and families usually by the Class Teacher. The pupil will be added to the SEN Register managed by the SENCo and may need to be supported through the sharing of pupil information using One Page Profile/Passport.

Interventions and support at class level is often provided by our experienced Teaching Assistants available throughout school. Learning Mentors can also provide wave 2 support. Children can receive extra help alongside 'Quality First Teaching' in class if they are not meeting the key milestones within their age group or have disabilities that require individual support and resources. Referrals to external providers may be necessary. Adjustments may also be made to the classroom environment- together with the organisation of pupils and resources. High quality interventions are delivered and progress made by pupils is vigorously assessed to identify SMART next steps in learning.

**Wave 3:** actions will be accessed if the additional support and provision hasn't had sufficient impact on learning and progress against the identified priorities. The class teacher will further consult the SENCo for advice and support. Further support may be obtained from professionals from agencies outside school. The SENCo will consult with parents to discuss their child's progress, share information and

determine what happens next. SEND support will be put in place and targets identified and shared through the Pupil Passport or Provision Map to be reviewed and updated every term. An EHCP from Bolton LA may be requested by the SENDCo.

Interventions and programmes are available in school to support pupils with a wide range of needs. Interventions are tailored to meet the needs of each child. Information for parents regarding support and intervention programmes can be obtained by contacting the SENDCo at school.

### **Categories of Need and School Provision**

As previously stated, we follow a graduated procedure when identifying pupil's additional needs and our best endeavours to make adjustments, provide support and provision to reduce or remove identified barriers to learning and progress.

### **Waves of Support and Intervention**

<b>Area of Need</b>	<b>Wave 1 Class Provision (Universal)</b>	<b>Wave 2 SEN Support</b>	<b>Wave 3 SEN Support + Possibly with High Needs Funding and an Education Health Care Plan (EHCP)</b>
	<p>Class Teachers follow the <b>Assess, Plan, Do, Review</b> cycle from the Bolton SEND Handbook to monitor learning and progress. The criteria scales for all categories of need will be used. Adjustments are made in class to ensure teaching meets the needs of all learners.</p> <p>Referrals to support services may be made for example the Health Visitor, School Nurse, Speech and Language Therapy (SaLT) to address specific difficulties or barriers to learning.</p>	<p>Increased, target provision provided and may be documented in an individual plan or record to ensure a common approach is maintained, resources are prioritised and to identify smaller targets for progress.</p> <p><b>Referrals</b> to engage the support, advice and possible assessments of services may be made to include:            School Nurse/HV - Health Assessments.            Ladywood Outreach Service- Learning, behaviour and social interactions needs.            Specific Learning Needs Service (SpLD) at Ladywood            SaLT            Bolton Behaviour Support Service (BBSS)</p>	<p>An Individual Provision Map will identify needs, targets and provision/support.            Individual Risk Assessments may be maintained.            A SENDCo referral to <b>BSCIP</b>, following the identified pathway for Bolton, for pupils with significant Social Communication Difficulties may be made.  <b>Referrals</b> to other professionals as listed in Wave 2 may be made.            Parents/carers to meet termly with school staff and the SENDCo            The impact of high levels of provision will be assessed. Costs to school will be totalled and may collate information from families and support agencies to gain further guidance and reports to support an application for an <b>EHCP and funding</b>.            An application for <b>Pre- School Inclusion Supplement Funding</b> may be made for children in Nursery with additional needs. More information is</p>

		Education Psychology Service. SNUFS- Special Need Under Fives Support – Volunteers with DBS come in and support children with additional needs aged under 5.	available on the <b>Bolton Startwell Website, SEND section.</b>
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<p><b>COGNITION AND LEARNING NEEDS</b></p>	<p>A child's learning needs will be identified and Teachers will plan, deliver and assess the differentiated curriculum provided. Support is obtained from: <b>School Policies relating to Teaching and Learning And Class Strategies:</b></p> <ul style="list-style-type: none"> <li>➤ Differentiated curriculum planning, delivery and outcomes</li> <li>➤ In-class TA support</li> <li>➤ In-class target Teacher support</li> <li>➤ Use of writing frames</li> <li>➤ Increased visual aids</li> <li>➤ Teacher/TA modelling</li> <li>➤ Visual timetables</li> <li>➤ Access to ICT</li> <li>➤ Dyslexia friendly strategies</li> <li>➤ Peer Collaboration</li> <li>➤ Pupil <b>Independence</b></li> <li>➤ Availability of <b>Resources</b></li> <li>➤ Learning Mentor advice</li> </ul> <p>Pupils still experiencing difficulties in 1 or more areas of learning will have the progress measured against Bolton Council guidelines and severity criteria. Their status will change to SEN Support and they will be added to the school's SEN register.</p>	<p>Interventions are planned for and implemented.</p> <ul style="list-style-type: none"> <li>➤ Additional/ Catch up programmes in Maths and English</li> </ul> <p>Reciprocal Reading, T by T, Numicon, Practical maths sessions</p> <ul style="list-style-type: none"> <li>➤ Target, daily reading/spelling</li> <li>➤ Reduced or increasingly individualised timetable</li> <li>➤ Target 1-1 support in class</li> <li>➤ Booster/ homework clubs</li> <li>➤ Learning Mentor intervention</li> <li>➤ SENCo advice</li> <li>➤ Referral to and Involvement from support services/agencies</li> </ul>	<p>Limited progress means increased SEN Support and specialist involvement is required. Strategies:</p> <ul style="list-style-type: none"> <li>➤ Termly meetings with the SENCo</li> <li>➤ Referral to supporting agencies for ongoing support and intervention.</li> <li>➤ Specialist Teacher advice- Ladywood</li> <li>➤ Use of Ladywood schemes of work</li> <li>➤ <b>Implementation of 'The Engagement Model' for teaching children working at levels below National Curriculum levels</b></li> <li>➤ Access arrangements for exams</li> <li>➤ Use of Scribe</li> <li>➤ Tests/screening for Dyslexia and Dyscalculia</li> </ul> <p>Referrals to supporting agencies may also be appropriate to include:</p> <ul style="list-style-type: none"> <li>➤ Ladywood Outreach Learning Difficulties Team/Specialist Teachers</li> <li>➤ Educational Psychologist (EP)</li> <li>➤ BBSS</li> <li>➤ SaLT</li> <li>➤ School Nurse</li> </ul> <p><b>The Bolton SEND Handbook 2020 (available to download from the LA website) provides guidance regarding The Local Offer, SEND provision, Legislation and inclusion for all children.</b></p>
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<p><b>COMMUNICATION AND INTERACTION</b></p>	<p>Children identified as having difficulties will access:</p> <ul style="list-style-type: none"> <li>➤ Differentiated curriculum planning, delivery and outcomes</li> <li>➤ Increased visual aids</li> <li>➤ Visual timetable</li> <li>➤ Access to ICT</li> <li>➤ Increased modelling</li> <li>➤ Environmental clues</li> <li>➤ Learning Mentor advice</li> </ul> <p>Access to SALT may be advised</p>	<p>SALT programmes and advice are put in place for identified children. The Bolton framework will be used to categorise level and area of need to inform assessments and future targets.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>➤ In class support</li> <li>➤ SALT support and advice</li> <li>➤ Links with home</li> <li>➤ Timed 1-1 or small group SALT activities or interventions</li> <li>➤ ICT, Clicker</li> <li>➤ Visuals PECS, Makaton,</li> </ul> <p>Referrals to supporting agencies may also be appropriate:</p> <ul style="list-style-type: none"> <li>➤ SALT</li> <li>➤ Health Visitor (Under 5)</li> <li>➤ SNUFS (voluntary support for under-fives)</li> <li>➤ School Nurse Service (Over 5 years)</li> </ul> <p><b><u>Referrals to BSCIP for Children with ongoing Social Communication and Interaction Difficulties</u></b></p> <p><b>Bolton Social Communication and Interaction Panel is comprised of a team of professionals. Referrals to this pathway can now be made by the SENDCo (2019) using the EHA process. More information can be found on the Child Health in the Community for Bolton Website.</b></p>	<p>Enduring Speech, Language and Communication difficulties will usually require increased SEN Support and further professional involvement. A Speech Therapist will be involved and may work more closely with school.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>➤ Use of Provision Map or Passport to identify needs, targets and support.</li> <li>➤ Ongoing 1-1 or small group SALT activities or interventions</li> <li>➤ ICT</li> <li>➤ Home/School Communication book</li> </ul> <p>Referrals to supporting agencies may also be appropriate:</p> <ul style="list-style-type: none"> <li>➤ BBSS</li> <li>➤ Ladywood Outreach Team</li> <li>➤ Health Visitor (Under 5)</li> <li>➤ School Nurse Service (Over 5 years)</li> </ul> <p>An application may be made for additional funding and an EHCP.</p> <p><b>The Bolton SEND Handbook 2020 (available to download from the LA website) provides guidance regarding The Local Offer, SEND provision, Legislation and inclusion for all children.</b></p>
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<p><b>SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS</b></p>	<p>Class provision to include identifying barriers to learning and applying the Assess, Plan do and Review approach.</p> <p>Whole school behaviour and PSHE policies. Class strategies and provision: circle time, rewards and sanctions etc. Extra- curricular clubs Peer mediation Support from Play leaders PHSE focused work Advice from Family support Services.</p>	<p>Targeted, time measured interventions including</p> <ul style="list-style-type: none"> <li>➤ Circle Time</li> <li>➤ Time to Talk.</li> <li>➤ Nurture,</li> <li>➤ Narrative Therapy</li> <li>➤ Life Skills</li> <li>➤ Work- related learning.</li> <li>➤ Additional tutor group support.</li> <li>➤ Access to Family Support Services including BBSS to provide support for families.</li> <li>➤ In class support for supporting behaviour targets, access and safety.</li> </ul> <p>Referrals to supporting agencies may also be appropriate:</p> <ul style="list-style-type: none"> <li>➤ BBSS</li> <li>➤ SALT</li> <li>➤ Ladywood Outreach</li> <li>➤ COG (EYFS)</li> <li>➤ Health Visitor (Under 5)</li> <li>➤ School Nurse Service (Over 5 years)</li> <li>➤ SNUFS (voluntary support for children under five)</li> </ul>	<p>Longer term small group or 1:1 support to help with specific difficulties experienced by the pupil</p> <p>Target areas include</p> <ul style="list-style-type: none"> <li>➤ Social skills</li> <li>➤ Bereavements</li> <li>➤ Family problems</li> <li>➤ Attachment disorder</li> </ul> <p>Strategies and Actions are:</p> <ul style="list-style-type: none"> <li>➤ Individual counselling (You Talk I Listen)</li> <li>➤ Support or Mentoring</li> <li>➤ Individual reward system</li> <li>➤ Social skills training</li> <li>➤ Anger management and identifying triggers</li> </ul> <p>Further referrals to supporting professionals may also be required:</p> <ul style="list-style-type: none"> <li>➤ Educational Psychologist</li> <li>➤ Child and Adult Mental Health Services</li> </ul> <p>Children identified as having Social Communication Difficulties and/or ASD will also benefit from the approaches identified.</p> <p><b>The Bolton SEND Handbook 2020 (available to download from the LA website) provides guidance regarding The Local Offer, SEND provision, Legislation and inclusion for all children.</b></p>
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<p><b>SENSORY AND/OR PHYSICAL NEEDS</b></p>	<p>When Sensory and physical needs are identified teachers respond appropriately at class level. Reasonable adjustments will be made for all pupils attending our school that have identified sensory and/or physical needs and strategies may include:</p> <p>Flexible teaching arrangements Staff awareness of physical impairment Greater communication with families/carers</p> <ul style="list-style-type: none"> <li>➤ Writing slopes</li> <li>➤ Pencil grips</li> <li>➤ Stress relievers</li> <li>➤ Accessibility of resources and school areas</li> <li>➤ Moving and handling training</li> <li>➤ Access to disabled toilet facilities</li> </ul>	<p>The SEN Team advise School staff on areas of Sensory Need and programmes appropriate to meeting these needs. Supporting health professionals may be invited into school to ensure safety and inclusion procedures are followed. Strategies may include:</p> <ul style="list-style-type: none"> <li>➤ Availability of specific/group resources.</li> <li>➤ Additional interventions e.g. fine motor skills or writing</li> <li>➤ ICT provision</li> <li>➤ Group support and target resources</li> <li>➤ Short term access to appropriate Sensory Programme</li> </ul> <p>Referrals to Health Professionals including OT or Physiotherapy services may be made.</p> <p>Advice will be sought and acted upon to ensure fully inclusive practice. This will enable active and safe participation, with actions against potential hazards in an individual risk assessment. Health Care Plans or Pupil Passports will be used to detail the support provision in place</p>	<p>Children requiring further support will have a provision map to measure resources, costs, impact and progress. Professionals will be required to support school's best endeavours. Strategies may involve:</p> <ul style="list-style-type: none"> <li>➤ Individual support in class or times of difficulty: Lunch. PE etc.</li> <li>➤ Individual Physiotherapy programmes</li> <li>➤ OT programme</li> <li>➤ Computing provision</li> <li>➤ Sign Language</li> <li>➤ Appropriate Resources - Hearing Aids</li> <li>➤ 1-1 support</li> <li>➤ Ongoing, pro-active 1-1 Sensory programme to minimise disruptions to teaching and learning arising from Sensory Needs</li> <li>➤ Multi-agency meetings to ensure and co-ordinate continuity of care and provision.</li> </ul> <p>Further referrals to supporting professionals may also be required:</p> <ul style="list-style-type: none"> <li>➤ Educational Psychologist</li> <li>➤ Child and Adult Mental Health Services</li> <li>➤ Ladywood Outreach Team</li> </ul> <p><b>The Bolton SEND Handbook (available to download from the LA website) provides guidance regarding The Local Offer, SEND provision, Legislation and inclusion for all children.</b></p>
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Information regarding the school's response is detailed in the table below but should any more information be required then please contact the School SENDCo, Mrs Andrea Walker – [office@ss-osands.bolton.sch.uk](mailto:office@ss-osands.bolton.sch.uk) or by telephone - **01204 333070**