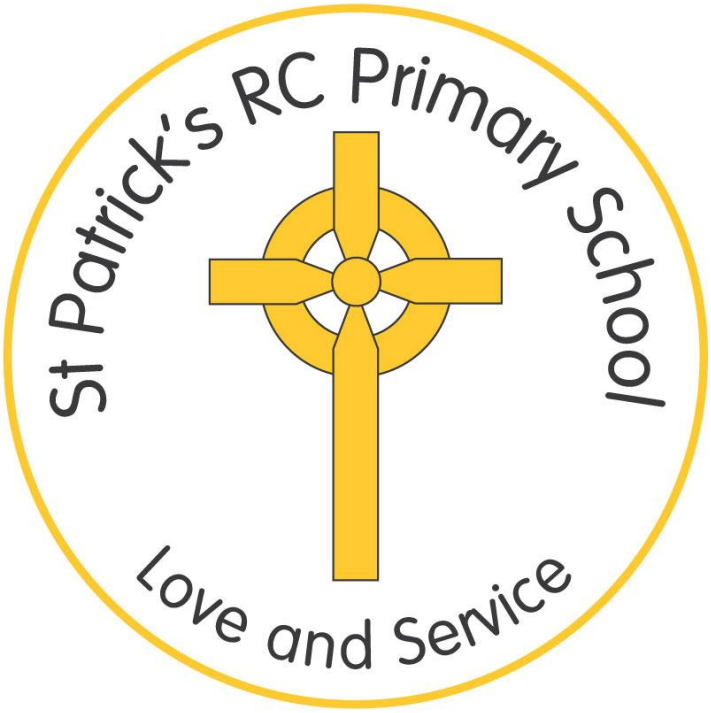


SEND POLICY

Signed by:

	Headteacher	Date:	
	Chair of governors	Date:	

Policy Review Date: September 2024

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SPECIAL EDUCATIONAL NEEDS

Section 1
OVERVIEW OF SPECIAL EDUCATION PROVISION AT ST. PATRICK'S RC PRIMARY

INTRODUCTION TO THE AIMS AND OBJECTIVES OF THE SCHOOL

It is the policy of St Patrick's Primary School to actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and Disabilities (SEND). The learning difficulties, which these children may have, are assessed and provided for in a variety of ways. The children have the opportunity to develop their full potential with the guidance and support of their parents, class teacher, the SEND Co-ordinator and outside agencies (including the departments of Educational Psychology, Speech and Language Therapy and Paediatric Occupational Therapy). The school aims to provide for all the needs of children whilst encouraging integration in class and school activities. This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with special educational needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum, including the National Curriculum.

GENERAL PHILOSOPHY

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
Children must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014

Every teacher in school is a teacher of every child or young person, including those with SEND. All class teachers are responsible for the initial identification and assessment of SEND; they also have responsibility for its provision within the classroom.

Additional intervention and support cannot compensate for a lack of good quality teaching. Consequently, St. Patrick's Senior Leadership Team meet regularly, and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

Parents need to be consulted as soon as identification is made so that the curriculum can be planned for their child. This should take place in consultation with other teachers, external support agencies and governors.

Provision also needs to be made for gifted children, both in terms of identification and supplying a suitable curriculum. It is recognised that some children will be gifted. Identification will be through centile grades (obtained from summative testing), SAT Age Related Expectation comparisons and Teacher Assessment. These children may be able to work at a much higher level than most of us are aware, and we recognise that they will not be stimulated by the provision of extra quantities of work pitched at the same intellectual level as their peers. Gifted children need a radical improvement in the quality of their work rather than the quantity. This will partly be provided through adaptive teaching but will be supplemented by appropriate additional provision where possible.

THE SCHOOL'S AIMS

The Governing Body and staff in the school aim to:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have the maximum possible access to the curriculum**. This will be co-ordinated by the Head, Deputy Head, Unit Leaders and SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- **Work with, and in support of, outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Child & Adolescent Mental Health (CAMHS), Children's Occupational Therapy and Rochdale Additional Needs Service (RANS)
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions on their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged throughout school by wider opportunities such as School Council, Eco Council, Chaplaincy, residential visits, school plays, sports teams, Playground Pals, School Monitors and Y6 'Buddies'.

ROLES AND RESPONSIBILITIES
(See Appendix 2 for individual contact details)

Provision for pupils with special educational needs is a matter for the school as a whole. However, within the school context, individuals do have specific responsibilities.

The Governing Body – has the following obligations

- It must have regard to the Code of Practice on the Identification and Assessment of SEND, issued by the Secretary of State
- It must use its best endeavours to ensure that if any pupil at the school has special educational needs, the necessary provision is made for him/her
- It must ensure that the teachers in school are aware of the importance of identifying and providing for pupils who have SEND
- It must ensure that children with SEND engage in the activities of the school, together with children who do not have special needs
- The governing body's annual report to parents must include information about the implementation of the school's policy for SEND
- If a child's Education, Health and Care Plan (EHC) names a particular school that they should attend, the governing body must admit the child unless there are justifiable reasons not to.
- Where it seems desirable, in the interests of co-ordinating provision for SEND, the governing body must consult both the LA and the governing bodies of other schools.

The Head teacher – the Head teacher has overall responsibility for:-

- The internal organisation, management and control of the school, including the provision for pupils with SEND. The operation of these systems is delegated to the Special Needs Co-ordinator who has the task of providing regular information on the progress of children with SEND (in conjunction with Unit Leaders)

  .

The SEN Co-ordinator (SENCO) – the SENCO has responsibility for:-

- Putting into effect, day by day, the school's policy for SEND
- Liaison with, and offering advice to, other teachers in the school and contributing to their in-service training
- Co-ordinating provision for pupils with special educational needs (including Annual Reviews)
- Keeping the school's register of pupils with SEND up to date and having oversight of their records
- Providing a termly update to Governors
- Liaison with parents (if necessary, following initial parent-teacher consultation)
- Liaison with the educational psychology service, the medical and social services, voluntary bodies and other external support agencies

The Class Teacher – the Class Teacher has responsibility for:-

- Managing a broad and balanced curriculum for each child in his/her class
- Differentiation within planning of activities to meet the needs of all pupils
- Compiling a list of children currently being monitored, within their own class, with a view to increasing/decreasing adaptive teaching or movement to the SEND Register.
- Writing Individual Learning Plans (ILPs) for the children they are responsible for and discussing these with parents and pupils
- Evaluating ILPs for children within their class
- Completing the class SEND register termly.

SEN Teaching Assistants – working with the class teacher under the line-management of the SENCo

- Liaising with the class teacher to evaluate/create ILPs
- Contributing to planning / resourcing, with adaptive teaching in mind.
- Helping to update pupil passports
- Attending and contributing to Annual Reviews

Arrangements for co-ordinating the provision of education for pupils with SEND

- The SENCo is not class-based and has non-contact time each week for administration, assessment and work in classrooms.

- The children on the SEND Register have individual folders containing all their relevant paperwork. These are stored in a locked, filing cabinet. Copies of current ILPs are kept within the relevant class teacher's planning file. Electronic versions of SEND paperwork are available via Edukey

ADMISSIONS POLICY

The governing body has agreed with the LA admissions criteria, which do not discriminate against pupils with special educational needs, and its' admissions policy has due regard for the guidance in the Code of Practice.

The admission arrangements for pupils with SEND are the same as those for other pupils.

SPECIALIST PROVISION

The school welcomes applications for admission from the parents of pupils with mobility difficulties but does not have complete wheelchair access. The governors would, however, make every effort to accommodate a pupil's particular needs and would work with the Local Authority to improve facilities.

The school has the following facilities which assist access to the school and its curriculum;

- Single-floor layout – exc. Unit 4
- 2 disabled toilets
- Shower / changing facility
- Ramps
- Widened doorways
- Carpeted classrooms (to aid acoustics for hearing impaired pupils)
- Whiteboards in each classroom (to aid asthma sufferers)
- Blinds on all classroom windows (to prevent glare and aid visual quality)
- Disabled parking bay
- Quality First teaching - embracing visual, auditory and kinaesthetic strategies and adaptive teaching where necessary.
- ICT software
- Accredited School Autism Champion

Section 2
IDENTIFICATION, ASSESSMENT AND REVIEW FOR PUPILS WITH SEN

RECOGNISING SEND

In identifying a Special Educational Need it is first important to consider what is **NOT SEN** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The SEND Code of Practice, 2014 identifies 4 broad areas of need:

Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

- Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

A graduated approach:
Quality First Teaching

a) Any pupils who are falling outside of the range of expected academic achievement (in line with predicted performance indicators and grade boundaries) will be monitored.
b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide adaptive teaching opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The Unit Leader and/or SENCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) The child is recorded by the school as under 'monitoring' due to concern by parent or teacher but this does not automatically place the child on the

school's SEND register. Any concerns will be discussed with parents informally or during parent consultation evenings. Although more structured meetings may also take place.
i) Parent's evenings are used to discuss the progress being made by all children.

SEN Support
Where it is determined that a pupil does have needs which are additional to and different from their peers, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess
This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/guardians.

Plan
Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Guardian/Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This is structured into an Individual Learning Plan (ILP).

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by the SENCO.

Review
Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/guardians and the pupil.

- In terms of the SEND Register, pupils who have an individual learning plan will be logged at **SEN Support 1**. Those pupils who have involvement from outside agencies (e.g. Educational Psychology or CAMHS) will be logged at **SEN Support 2**. This will help with ascertaining the number of pupils receiving external support and allow greater clarity in a graduated response.

Referral for an Education, Health and Care Plan
If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/guardians
- Pupil
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents/guardians have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Rochdale LA, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan (which in Rochdale is called 'My Plan').

b. Parents/guardians have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support

NB –

1) All pupils at EHC Plan level (and those at SEN Support 2 with complex needs) have a Pupil Passport, which is updated termly.

MONITORING PROGRESS

- Pupil progress is continually monitored by his/her class teacher, the Unit Leader, the SENCo, the Assessment Lead and the Head teacher.
- His/her progress is reviewed formally every term against age related expectations.
- Pupil progress towards targets, for all children (including those with SEND) are discussed with the Head teacher at termly Learning and Achievement Conversations. These provide an opportunity to decide if any, or further, changes and interventions are required.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS).
- Children at SEN Support level of SEND have an ILP which will be reviewed/evaluated with parental involvement, every ½ term and the plan for the next ½ term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- Interim reviews may also be held for Pupils at EHC Plan level when they transfer between key stages (i.e. Early Years – KS1, KS1 – KS2)

ACCESS

All pupils are entitled to a balanced and broadly based curriculum including the EYFS and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive.

All pupils at St. Patrick's have access to a range of clubs and activities as detailed in Appendix 3.

COMPLAINTS

The school's complaint procedures are set out in the school Complaints Policy which is available on the school website - printed copies are available upon request from the school office. Parents may also request independent disagreement resolution and the school will make further information about this process available on request.

The SENCo can also provide contact information about how to access the Family Action Parent Partnership Service, who can support you with any anxieties regarding your child's progress at school, assist at meetings/annual reviews with the school or Local Authority and help with putting your views across in writing for an Education, Health Care Plan.

Section 3
STAFFING AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

SEND TRAINING

- The SENCo's job is to support the class teacher in planning for children with SEND.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND. This is fed back to staff via the Senior Leadership Team meeting and to Governors via a termly SEND Report.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by the Rochdale Education and Learning (REAL) Trust and other outside agencies that are relevant to the needs of specific children in their class. Staff also engage with in-school training delivered by relevant professionals or the school's Autism Champion.

Should a pupil with specific low incidence needs be admitted to the school, then the SENCo will pursue relevant training, in the first instance, for the classteacher and support staff concerned.

LINKS WITH OTHER AGENCIES

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

The school receives regular visits from the Education Welfare Officer and the school nurse practitioner.

The Educational Psychologist will meet with the SENCo at the beginning of each academic year to plan the workload for that year. Educational Psychology input may be for:

- ❖ an individual child (in which case a C5 form must first be completed, by the SENCo, with parental involvement), or for
- ❖ a group/staff INSET (in which case a C6 form will be completed by the SENCo).

In addition, the school may seek advice from specialist advisory teaching services, such as Speech & Language Therapy, Paediatric Occupational Therapy and the Rochdale Additional Needs (RANS) Team. All of this expertise may be utilised in the reviews of children if deemed necessary.

Copies of all reports generated by external professionals will be provided for parents and, whenever possible, parents will be provided with the opportunity to speak with the professional. Individual contact names are provided in Appendix 2.

ARRANGEMENTS FOR PARTNERSHIP WITH PARENT/GUARDIANS

As a school we welcome the involvement of parents in our work for all our pupils and recognise the vital role that parents play in supporting our pupils' education. Should parents or guardians wish to discuss any aspect of their child's education then they should, in the first instance, talk to the child's classteacher.

The class teacher is regularly available to discuss children's progress or any other concerns parents/guardians have and to share information about what is working well at home and school so that similar strategies can be used.

Teacher's see pupils out at the end of the school day and are available for a quick chat. If more detailed discussion is required, parents are invited to make an appointment through the school office (01706 648089)

Three, formal parent consultation opportunities are available throughout the year. The SENCo is also available to meet with parents/guardians to discuss progress or any concerns parents/guardians may have.

All information from outside professionals is discussed with parents/guardians with the person involved directly, or where this is not possible, in a report.

ILPs are reviewed, with parental/guardian involvement, each term.

A home/school contact book may be used to support communication with parents/guardians, when this has been agreed to be beneficial.

Support is also offered with applying to preferred high schools as part of the transition process (including on-line applications)

The SENCo can also provide contact information about how to access the Family Action Parent Partnership Service, who can support parents with any anxieties regarding their child's progress at school, assist at meetings/annual reviews with the school or Local Authority and help with putting views across in writing for an EHCP.

LINKS WITH OTHER SCHOOLS

We make use of expertise from other schools in the Rochdale Catholic School cluster and the other members of the Saint Teresa of Calcutta Catholic Academy Trust. The SENCo is also involved in cluster meetings within the Rochdale set up.

Advanced planning for pupils in Years 5/6 is essential to allow appropriate options to be considered. The SENCo will liaise with their counterparts from secondary schools involved in any pupil transition in order to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required by legislation.

We also have established links with local nurseries. Foundation Stage teachers visit nurseries before children start school each year. Any SEND concerns are then raised with the SENCo, who can arrange follow-up visits.

SUPPORTING PUPILS WITH MEDICAL NEEDS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

For further guidance see the school's 'Policy for Managing Medicines'

POLICY REVIEW

This policy will be the subject of ongoing review by the Governors, Senior Leadership Team (including the SENCO) and the teaching and non-teaching staff. SEND will be an agenda item on the full governors meeting each term. The school may, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

The timetable for review of this policy will take place as outlined in the School Improvement Plan.

Appendix 1

SEND Common Acronyms

Acronym	Meaning
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autism Spectrum Condition (sometimes called ASD: Autism Spectrum Disorder)
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CIN	Child in Need
CP	Child Protection / Cerebral Palsy
DDA	Disability Discrimination Act
EHCP	Education, Health & Care Plan
EP / Ed Psych	Educational Psychologist
EWO	Education Welfare Officer
HI	Hearing Impairment
HYM	Healthy Young Minds (NOW - CAMHS)
ILP	Individual Learning Plan
LA	Local Authority
LAC	Looked After Child/Children
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
OT	Occupational Therapy/ Therapist
PEP	Personal Education Plan (for looked after children)
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
PP	Pupil Premium
SALT/SLT	Speech & Language Therapy /Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo/ SENCo	Special Educational Needs & Disabilities Co-ordinator
SLCN	Speech, Language & Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
TA	Teaching Assistant or Teacher Assessment
TAC	Team Around the Child
TAF	Team Around the Family
VI	Visual Impairment

APPENDIX 2

ROLES, REPONSIBILITIES AND CONTACTS

SCHOOL CONTACT DETAILS (SEND)

Head / LAC - Mrs Kathryn Bishop
Contact No. – (01706) 648089

SEND Governor - Mrs A McNicholas
Contact No. – (01706) 648089

SENCo - Peter Mooney
Contact No. – (01706) 648089

School Autism Champion - Keeley Jordan
Contact No. – (01706) 648089

Pastoral Officer/Medical Lead - Shelley Barrowclough
Contact No. – (01706) 648089

Children's Welfare Officer - Anna Collins
Contact No. – (01706) 648089

LA SEN Named Officer - Dawn Berry
Contact No. – (01706) 925955

Educational Psychologist - Dr Paula Baxter
Contact No. – (01706) 926449

School Nurse - tbc
Contact No. – 01706 676555

Education Welfare Officer - Sarah Fenton
Contact No. – (01706) 922829

Rochdale Additional Needs Service (RANS) - Karen Riding
Contact No. – (01706) 926464

Speech & Language Therapy Dept. -
Contact No. – (01706) 676777

Child & Adolescent Mental Health (CAMHS) – Birch Hill Hospital
Contact No. – (01706) 676000

St. Cuthbert's RC High School Transition- N Hamnett (SEND)
Contact No. – (01706) 647761

APPENDIX 3

GRADUATED RESPONSE - MENU OF PROVISION FOR ST. PATRICK'S RC PRIMARY SCHOOL

COGNITION & LEARNING

Wave 1

- Adaptive teaching - curriculum
- Adaptive teaching - delivery
- use of visual aids
- Visual timetables
- Spellcheckers/ illustrated dictionaries
- Writing frames

Wave 2

- In-class TA lit/ num support
- ELS, FLS, ALS
- Corrective Reading
- Talk 4 Writing Groups
- Group Phonics Bug
- Multi-sensory spelling practice groups
- Springboard Maths
- Numbers Count
- Power Maths Intervention

Wave 3

- 1-1 Precision teaching (Lit / Num)
- Toe-by-Toe/ Power of 2/ Plus 1
- IDL (Reading/Spelling/Maths)
- 1-1 Numeracy programmes (Number Shark)
- Individual SAT arrangements
- Individual Phonics Bug
- Dyslexia Programme (Beat Dyslexia)
- Individual transition arrangements

COMMUNICATION & INTERACTION

Wave 1

- Adaptive teaching - curriculum
- Adaptive teaching - delivery
- use of visual aids
- Visual timetables
- Flexible teaching arrangements
- Structured classroom routines

Wave 2

- In-class TA support to aid target delivery
- Speech & Lang group support
- Social skills training group
- Break time/ lunchtime monitoring
- Language enrichment group
- Lego Therapy

Wave 3

- 1-1 speech therapy sessions
- Individual SAT arrangements
- Use of ICT (Clicker, Widget, Writing with symbols)
- Transition arrangements
- Alternative communication (e.g. sign lang)
- Picture Exchange (PECS))

SOCIAL EMOTIONAL & MENTAL HEALTH DIFFICULTIES

Wave 1

- Whole school/class reward systems
- Whole school/class rules
- Whole school behaviour policy inc RRR and graduated response
- Circle time

Wave 2

- Social skills group training – turn taking, social stories, role play
- Small group circle time
- Monitoring at break/lunch times
- Drama therapist for self esteem

Wave 3

- Individual SAT arrangements
- behaviour programme (e.g. anger management techniques,) individual contracts and/or reward systems
- Individual contracts and/or reward systems
- Behaviour Support Team – individual intervention
- close observation at break/lunch
- Peer mentoring 1-1 (adult led)
- Individual transition arrangements
- TA support to monitor targets/IBP programme

PHYSICAL/SENSORY

Wave 1

- Flexible teaching arrangements
- Teacher aware of implications of impairment e.g. clear mouth/ good light for lip reading
- Resources available e.g. Pencil grips

Wave 2

- Brain gym
- Co-ordination group e.g. INPP (Learning to Move)
- Keyboard skills group training / adaptations (e.g. sticky keys)
- Group fine motor programmes (e.g. threading, cutting)

Wave 3

- TA support to access curriculum e.g. Document enlargement, Braille
- Individual SAT arrangements
- Teacher use of resources e.g. radio microphone
- physiotherapy programmes
- Individual SLT support programmes
- Specialist ICT provision (E.g. Eye Gaze)
- Individual fine motor programmes e.g. Write from the Start.

APPENDIX 4

CLUBS AND EXTRA-CURRICULAR ACTIVITIES AVAILABLE TO PUPILS AT ST. PATRICK's R.C.P.

- Boys/ mixed football (Y3-6)
- Girls football (Y4-6)
- Gardening
- Lunchtime Games Club
- Mixed sex tag-rugby
- School Choir
- Mixed Athletics
- Mixed basketball
- Mixed Netball
- Mixed Rounders
- Mixed Cross Country
- Musical Tuition (provided through Rochdale Music Service)

FURTHER READING AND GUIDANCE

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Disability Discrimination Act, 2001
- School SEND Information Report (available on St. Patrick's website)