



Follow the example of Jesus

Welcome to our SEN Information Report. All governing bodies of maintained schools and nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with Special Educational Needs and Disability (SEND). This information is updated annually.


At St Ambrose Catholic Primary School, we value and are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents/ carers, governors and members of staff.

If you have specific questions about the Liverpool Local Offer
please look at:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

<p>Types of Special Educational Need that are provided for at St Ambrose Catholic Primary School</p>	<p>St Ambrose Catholic Primary School provides support for pupils across the four areas of need as detailed in the SEN Code of Practice 2014. These are:</p> <p>Communication and Interaction- <i>for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.</i></p> <p>Cognition and Learning- <i>for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy.</i></p> <p>Social, Emotional and Mental Health Difficulties- <i>for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.</i></p> <p>Sensory and/ or Physical Needs- <i>for example, children with visual and/ or hearing impairments or a physical need that means they must have additional ongoing support and equipment. Some children may have SEN that covers more than one of these areas.</i></p>
<p>Information about the school's policy for identifying children with SEN</p>	<p>At St Ambrose Catholic Primary School we are a close community. We care and value all of our children. We have daily informal teacher assessments of learning which inform lesson planning, this feeds into formal termly assessments and pupil progress meetings. Here the SLT along with the class teacher identify pupils who are making slow or less than expected progress. The first concern is to provide high quality first teaching; where progress continues to be below expected the class teacher will highlight any concerns with the SENDCO</p>

	<p>Children may require class-based, small group or individual intervention according to need which is time-limited and carefully monitored by the Special Needs Co-ordinator (SENDCO) and class teachers.</p> <p>If your child is new to our school during the transition period progress will be discussed with the previous school or nursery.</p> <p>When deciding where to make provision for a special educational need. The class teacher and SENDCO will work closely together to gather all the necessary information from within school about the pupil's progress and information regarding national and age related expectations. This will also include a meeting with the parents/carers and if appropriate the child.</p> <p>If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENDCO your child's needs can then be discussed.</p>
The school's approach to teaching pupils with SEN	<p>At St Ambrose Catholic Primary, all pupils have equal access to a broad and balanced curriculum, differentiated to enable all pupils to achieve and succeed. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.</p> <p>Children are encouraged to become independent/resilient learners and to develop an enthusiastic approach to learning.</p> <p>There are high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.</p>

	<p>Underpinning all our provision in school is the graduated approach cycle of:</p>  <p>All teachers are responsible for every child in their care, including those with special educational needs.</p> <p>The school recognises that children are at different levels in their learning and learn in different ways. To support all children the school delivers the curriculum in different ways. We offer small group support and individual support when needed.</p> <p>We understand that children learn at their own pace so we closely monitor progress using individual targets which may be in the form of an Individual Pupil Profile. All parents are invited to contribute to their child's Pupil Profile and we will keep you informed of progress that is made when these targets are reviewed each term.</p>
<p>Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>As specified in the SEN Code of practice, we adopt an 'Assess, Plan, Do, Review' approach to evaluating the effectiveness of our provision.</p> <p>Any group or individual provision is time-limited and progress is monitored carefully against specific, measureable targets. Provision is evaluated half termly and any changes to provision are made as necessary to individual need.</p>

	<p>This information is also reported to governors annually and an annual SEN information Report is posted on the school website.</p>
<p>Our strategic plans for developing and enhancing SEN provision in our school next year include ...</p>	<p>To target early intervention for those children in EYFS with fine and gross motor to aid progress in handwriting. To use the Wellcom early language tool kit to screen all nursery children: to strive towards being successful in our application for the Nuffield early language intervention (Nelly) programme in order to deliver this to our reception children.</p> <p>Review/plan interventions on a half termly basis to ensure intervention is targeted and regular and to allow children time to consolidate and demonstrate learning within class lessons.</p> <p>Developing the use of support staff to plan and deliver effective support to those in need.</p> <p>Develop staff knowledge and understanding of basic SEN issues including an enhanced understanding of behaviour associated with Autism Spectrum Disorder</p>
<p>What support will there be for my child's overall well-being?</p>	<p>The school will keep in close contact with you about your child's overall wellbeing.</p> <p>The availability of our full time family support worker Mrs Ward to support children and families.</p> <p>We use PHSE time to ensure that all children are listened to and we have a School Council for children to share their views and ideas.</p> <p>We are members of the Trailblazers Projects run by CAMHS to support children's social and emotional needs.</p> <p>We have access to a Seedlings Play Therapist.</p> <p>We work closely with school nurse service and a large percentage of staff who are trained in First Aid. We also have a number of staff who are trained to use a defibrillator (we currently have 2 defibrillators, 1 in KS1 and 1 in KS2).</p>

	<p>We have a whole school behaviour policy which is consistently applied throughout the whole school which focusses on positive behaviour, celebrating individual and class achievements.</p> <p>If children require additional support for their behaviour, they may be placed on an Individual Behaviour Plan (IBP) to help support and modify their actions. These are shared and agreed by the class teacher, parents and the child and reviewed twice a year.</p> <p>Our Safeguarding procedures are in line with local authority guidance.</p> <p>We use the CPOMs system to support our SEND and Safeguarding Teams, this system allows information to be easily communicated to all members of the school community and allows for transfer of information between settings more easily.</p> <p>Attendance and punctuality are monitored closely.</p>
What training are the staff supporting children with SEN having/ have had?	<p>The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEN.</p> <p>The SENDCO and support staff can access training through their Primary Consortia.</p> <p>All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include training on specific intervention programmes or training in specific aspects of SEN.</p> <p>The training provided responds to the needs of the children and staff at any given time.</p> <p>Local Authority training is accessed, where appropriate, to enable staff to support the children in their care.</p>

<p>How do we consult with parents of pupils with SEND and involve them in their child's education?</p>	<p>At St Ambrose Catholic Primary School we understand the importance of the role of the parents/carers as a child's first educator. We operate an open door policy where parents are strongly encouraged to come to school to speak to the SENDCO if they have any concerns about progress or the provision for their child. We provide feedback about the children's learning on an on-going basis with parents and formally at the termly consultation meetings. At these meetings we share the next steps in learning and also discuss ways in which parents can support their child's learning at home. Parents can also arrange to meet the class teacher to discuss their child's pupil profile each term. General information regarding the curriculum and learning is available on the school website.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), Seedlings, Community Paediatrician (ASD/ADHD) and SLT (Speech and Language Therapy Service)</p> <p>The school receives support from an Educational Psychologist, SENISS (Special Educational Needs Integrated Support Service) and Ossme (Autism initiatives).</p> <p>School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.</p> <p>If there are concerns around attendance and punctuality, the school may seek advice from the Education Welfare Officer (EWO)</p>
<p>How does the school support children when moving between phases of education?</p>	<p>When joining St Ambrose Catholic primary School you will be invited to look around the school and if required meet the SENDCO to share necessary information regarding your child.</p> <p>We will contact any early years settings, or other schools your child has attended to gather information about their needs.</p> <p>If your child has additional needs, we will contact any specialist services that support your child and ask you to invite them to a "Team Around the Child" (TAC) meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.</p>

	<p>We support pupils moving to new settings and Key Stages:</p> <p>Children starting in Reception are invited to visit and stay for a play session before starting school.</p> <p>Where appropriate, we may develop a transition plan in partnership with you, your child and staff to ensure your child enjoys a smooth move to their new setting. In some cases, children may be provided with a personal transition booklet containing photographs and important information for you to share with your child to help them settle quickly.</p> <p>When your child moves school, the SENDCO will ensure all relevant information is passed on and will meet with the SENDCO of the new school in the summer term to discuss your child's needs. For children moving to Year 7 the SENDCO will attend the Local Authority secondary transition day to share relevant information.</p>
<p>Who can I contact for further information?</p>	<p>The school Special Needs Coordinator (SENDCO) is Sharon Bird.</p> <p>The associate SEN governor is</p> <p>Other useful contacts: Sendiass (formerly Parent Partnership)- for confidential and impartial advice and support for parents of children with SEND (08000129066)</p> <p>Contact a Family- a charity providing support and advice to families of children diagnosed with serious disabilities or rare syndromes www.cafamily.org.uk</p>
<p>What do I do if I need to make a complaint? How will we deal with an SEN- related complaint?</p>	<p>Any complaints should first be raised with the SENDCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor.</p> <p>Managing parental complaints related to SEN (any of the following may apply)</p> <ul style="list-style-type: none"> • All SEN complaints must follow the school's formal complaints procedure.

	<ul style="list-style-type: none"> • The SEN Governor is consulted. • External advice may be sought • Key legislation regarding the matter is identified • Good levels of communication with the parents/carers are maintained throughout the process • Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership • Key issues are identified including where there is agreement • Discussions should take place with the SENDCO • Reports provided by outside agencies should be considered • Pupil Profiles (where applicable) are reviewed examining what progress has the pupil has made • Any behaviour logs should include strategies which are shared with parents/carers
	<p>Relevant school policies underpinning this SEN Information Report include:</p> <ul style="list-style-type: none"> ➤ SEND policy ➤ Teaching and Learning Policy ➤ Marking Policy ➤ Curriculum Policy ➤ Equal Opportunities Policy ➤ Behaviour Policy <p>Legislative Acts taken into account when compiling this report include:</p> <ul style="list-style-type: none"> ➤ Children & Families Act 2014 ➤ Equality Act 2010 ➤ Mental Capacity Act 2005



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