



## Special Educational Needs Additional Information

**I have come that you may have life and have it to the full (John 10,10)**

**St Aloysius School Mission Statement**

St Aloysius is a very happy and welcoming place, where the needs of all of our children are central to our educational philosophy. As a Catholic school, we aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. We hold high aspirations for all pupils including those with special educational needs and disabilities. We will respond to individuals in ways which take into account their varied life experiences and particular needs. The pursuit of excellence is at the heart of our Catholic school and forms an integral part of the education we offer which enables all pupils to develop their talents to their full potential as a unique person made in God's image.

This document gives families information about the variety of ways we ensure we support our children with special educational needs and disabilities (SEND) to achieve their potential. We provide a full range of educational and pastoral support to all our children. The information here is general; each child is an individual and will receive unique provision and resources where necessary.

If you would like further information please contact our SENCO, Carole Godfrey, on 0191 4832274.

### **There are a number of reasons why a child may be identified as having SEN:**

The four broad areas of SEN are difficulty with:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

For pupils with a higher level of need or a Statement of SEN or an Educational Health and Care Plan (EHCP) there is:

- Detailed planning and monitoring of progress
- Individual programmes of work across several areas
- Annual reviews of a Statement of SEN or and ECHP with recommendations submitted to the local authority
- Multi-agency planning and assessment of targets at interim reviews

**For all children at St Aloysius School who have an additional need we:**

- Recognise that the family is the expert on their child and work in partnership with them.
- Deliver quality first teaching, adapting the curriculum and our resources to ensure children can access the learning.
- Employ a Special Educational Needs Co-ordinator (SENCO) to lead on SEND provision across the school.
- Assess and review the learning of our SEND children, using that information to inform future planning and teaching and monitor their progress.
- Provide teaching assistants in each class who work with SEND children and also, importantly, support other children so that the teacher has more opportunities to work with the SEND children to ensure all children achieve.
- We provide targeted intervention in a 1:1 or small group setting which is delivered by a designated SEN teaching assistant in a calm, quiet environment.
- Hold regular meetings with teachers\teaching assistants, to review progress, interventions and resources for each child and to adapt the provision where necessary with the SENCo leading.
- Support our families with children with SEN, through regular informal contact with school and more formally through review meetings. Families are also advised of other services and organisations which may offer further advice and support.
- Seek advice from outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists how best to support our SEND children.
- Evaluate intervention groups and strategies on a termly basis.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children.
- Include children's views and where appropriate include these in the graduated SEN support/
- Ensure our school activities and trips, as far as is possible, are accessible to all our SEND children.
- Hold termly review meetings with families for children with SEND.
- Provide on-going SEN training and information for teachers and teaching assistants via external providers and in-house training.
- Liaise closely with secondary schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible. All relevant paperwork is passed to the secondary school by the SENCo

Specific provision is also provided for the different areas of need. The table below explains examples of the support depending upon the child's profile of strengths and difficulties.

<b>Type of SEN</b>	<b>Support provided in school</b>
<p data-bbox="188 389 676 427"><b>Communication and Interaction</b></p> <p data-bbox="188 465 632 504">Autism Spectrum Disorders (ASD)</p> <p data-bbox="188 584 576 658">Speech, Language and Communication Needs(SLCN)</p>	<ul data-bbox="826 389 1445 1261" style="list-style-type: none"> <li>• We use visual timetables when needed to support children to understand what will happen and when.</li> <li>• We provide areas with reduced distractions and low stimulus.</li> <li>• We offer additional support during break and lunch time when appropriate.</li> <li>• We use individualised reward systems to promote learning and enhance self-esteem e.g. golden time.</li> <li>• We provide the opportunity for small groups to focus on a range of social skills</li> <li>• We have a variety of resources available to use, depending on a child's sensory difficulties.</li> <li>• Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety.</li> <li>• We deliver speech and language support in a small group setting.</li> <li>• We access the expertise and advice of the local authority Speech and Language Team.</li> </ul>
<p data-bbox="188 1296 660 1335"><b>Cognition and Learning Needs</b></p> <p data-bbox="188 1413 676 1451">Moderate Learning Difficulties (MLD)</p> <p data-bbox="188 1532 660 1570">Specific Learning Difficulties ( SpLD)</p>	<ul data-bbox="826 1296 1445 2007" style="list-style-type: none"> <li>• We access the expertise and advice from Pupil Services including the Educational Psychology Service to ensure the needs of children are clearly identified.</li> <li>• We provide small group support with a focus on literacy/numeracy to develop the skills for independent learning.</li> <li>• We use intervention programmes to improve literacy and numeracy skills- e.g. Toe by Toe Programme, Read Write Inc. and an IT programme, Nessy.</li> <li>• We provide resources, across the curriculum, to support children with specific needs following guidance from the Education Psychology Service</li> <li>• We recognise and support children with additional time to process information</li> <li>• We assess pupils for access arrangements</li> </ul>

	<p>for SATs testing and provide appropriate arrangements.</p> <ul style="list-style-type: none"> <li>• We offer support before and after school through booster groups.</li> <li>• Smaller group daily phonics teaching for KS1 and KS2 pupils at their level of phonic acquisition.</li> <li>• Differentiated phonics teaching and repetition of key learning at the phase of 'Letters and Sounds' that individual pupils are working within (lower KS2.)</li> <li>• Use of ICT where possible to reduce barriers to learning e.g. Nessy.</li> <li>• Use of support materials and resources such as Numicon.</li> <li>• Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical.</li> <li>• Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words.</li> <li>• Additional processing/thinking time for responding to questions, completing tasks, sharing ideas.</li> <li>• Multi-agency involvement with the family as required.</li> </ul>
<p><b>Social, Emotional and Mental Health Needs</b></p> <p>Mental Health Condition</p> <p>Social Difficulties</p> <p>Emotional Difficulties</p>	<ul style="list-style-type: none"> <li>• We provide excellent pastoral care for our children.</li> <li>• We work alongside individual children focusing on emotional understanding and expression.</li> <li>• We use behaviour management systems in school that are based on encouraging pupils to make positive decisions about behavioural choices.</li> <li>• We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe.</li> <li>• We complete and implement risk assessments to ensure the safety and inclusion of all children, whenever possible, in all activities</li> <li>• When appropriate we provide one to one</li> </ul>

	<p>mentoring sessions for vulnerable children.</p> <ul style="list-style-type: none"> <li>• Short term support is always available for a child with a specific emotional need, for example, bereavement.</li> <li>• We run small group sessions with a focus on developing appropriate social skills and emotional resilience.</li> <li>• Opportunities to attend residential trips in Year 4, Year 5 and Year 6 which help to develop social, emotional and behavioural resilience, promoting independence.</li> <li>• We seek the expert advice and support of outside agencies, including the School Health Advisor and the Children and Young People’s Service (CYPS)</li> </ul>
<p><b>Sensory and Physical Needs</b></p> <p>Hearing/Visual Impairment</p> <p>Physical Disabilities</p> <p>Multi- Sensory Impairment</p> <p>Medical Needs</p>	<ul style="list-style-type: none"> <li>• We provide support and practical aids where appropriate to ensure pupils can access the curriculum and develop independent learning.</li> <li>• We seek advice and guidance from school health for pupils with significant medical needs</li> <li>• We run intervention sessions to improve pupil skills, e.g. gross and fine motor skills</li> <li>• We request and act upon advice and guidance from the Visually Impairment Team and Hearing Impairment Team.</li> <li>• Strategies and programmes of work from the Occupational Therapy Service are followed for children with physical difficulties to support the development of gross and fine motor skills in the classroom and around school.</li> <li>• When it is appropriate we use ICT to enhance pupil’s access to the curriculum.</li> <li>• All the entrances to school have ramps fitted to allow wheelchair access and there stair lifts fitted to both staircases in the building.</li> <li>• Our school has a disabled toilet.</li> <li>• Our staff understand and apply the Medicine Policy</li> <li>• Designated first aid trained staff are available during all breaks, lunchtimes and trips.</li> </ul>

**If you have any concerns about your child's learning or well-being please come in to school to speak to Carole Godfrey. We shall be happy to discuss things and work with you as we all seek to support your child in our school**

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