



## ***Believing and Achieving Together***

At St Maxentius we believe that all children should be valued irrespective of abilities or individual differences and should be encouraged to develop to their full potential.

All children receive quality first teaching which caters for their individual needs and abilities. This means that we use a range of teaching and learning styles and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Your child is at the heart of all we do and we are committed to providing a broad and varied curriculum that meets the needs of all the children in our school. The overall well-being of your child is extremely important to us and our Waves of Intervention show how we support children's social, mental and emotional health.

The following booklet will provide you with all the information you need to understand SEND provision and the types of support that are available at St Maxentius CE Primary School.

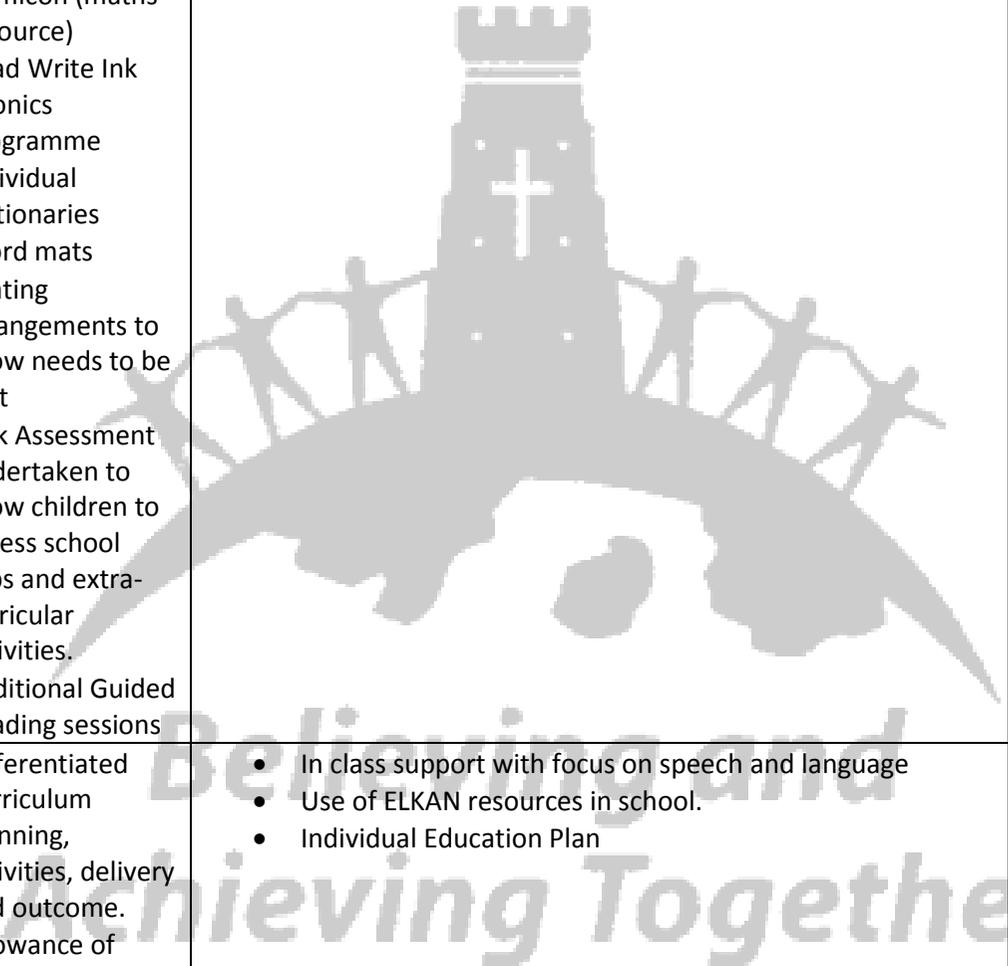
<p><b>How St Maxentius CE school approaches the teaching of children with Special Educational Needs and/or a Disability (SEND)</b></p>	<p>If your child has already had an identified Special educational Need and Disability (SEND) before they come to our school then we work closely with the people involved to become familiar with their needs and get to know them. Also if staff requires any further training to help meet the needs of your child then this also provided. According to the 'Code of Practice' SEND is categorised into areas. These are:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Social , Mental and Emotional Health</li> <li>• Sensory and physical</li> </ul> <p>If you believe that your child has an SEND then please let us know and this can be discussed and investigated further with support from outside agencies if necessary. Our findings will be shared with you and we can discuss the next steps and what needs to be done to support your child.</p> <p>After getting to know your child, staff may believe that your child has an SEND. This may be because they are not making progress in line with their peers or because their behaviour is giving cause for concern. Staff will observe your child and assess what it is that is causing a barrier to their learning. All staff provide work that is easier or more challenging based on your child's needs and the classroom environments are organised in such a way to accommodate all the needs of the children. Staff use additional schemes or programmes of work to help children with SEND eg 'Toe by Toe' and 'Touch type'.</p>
<p><b>How are children supported in the classroom?</b></p>	<p>We are very fortunate to have a wealth of experience within our staff and their knowledge of Autistic Spectrum Condition, speech, language and communication needs and behavioural, social and emotional difficulties means that we can adapt to a range of children's needs. Staff deploys a range of teaching styles and adapt their planning to ensure all children can access the curriculum. All children are expected to engage in all parts of the lesson and are given the support they need in order to do this. Children will sometimes work within a whole class, group or as individuals to help give them the support they need. Teachers use a number of on-going assessments to check children's understanding and to see if they are making progress. In our school we have experienced and well trained support staff who may work on a one to one basis with your child or support them within the class depending on their needs. Pupil Progress meetings with the Senior Leadership Team ensure that teachers regularly update the impact that support is having on your child's learning and whether they are making the expected progress. These meetings also check that any other children who are not making expected progress can be identified so that interventions can be put into place. These interventions are monitored and mapped out on a regular updated</p>

	school provision map.
<b>Individual/Group Provision</b>	<p>At St Maxentius we strive to provide a totally inclusive curriculum where all children can access the curriculum at their own level. However sometimes it is necessary for children with SEND to carry out activities in a smaller group or on a one to one basis outside of the classroom so that the outcomes of the activity can be achieved. If this is necessary then the children are supported by either the Teaching Assistant or the class teacher depending on the needs of the child.</p> <p>We also have Teaching Assistants who carry out a Learning Mentor role to help children with Social, behaviour or emotional issues and ensure that they feel they have a key person that they can go to at any point during the day.</p>
<b>How will my child be assessed?</b>	<p>Children with SEND are assessed on a daily basis by the teacher and they will adapt their planning accordingly for the next day if necessary so to promote learning for all. Teaching assistants keep daily records of the impact that their support has had and this is also reviewed by the teacher.</p> <p>Teachers write an Individual Education/Behaviour Plan for children with SEND which contain smaller targets to be worked on over a term. Sometimes these targets are met sooner or become too challenging and will be reviewed more quickly to meet the needs of the child.</p> <p>Some pupils with SEND meet the criteria for adapted access arrangements when they are taking externally marked or moderated tests such as SATs. These arrangements will be discussed with parents beforehand.</p>
<b>What should I do if I think my child has a special educational need or disability?</b>	<p>If you feel that your child is not making progress in line with their peers or has a Special educational Need and/or a disability, please speak initially to your child's class teacher to express your concerns. Your class teacher will then discuss any concerns with the school Special Educational Needs coordinator (SENco). The necessary checks will be carried out with parental permission to ensure your child's needs are being met. Following this the findings will be discussed with parents and next steps will be agreed on to help your child progress.</p>
<b>Involving Parents</b>	<p>Parents have a crucial role to play in their child's overall development and are the ones who know their child best. All decisions regarding the involvement of outside agencies are done in accordance with parents' wishes and any difficulty that your child may be having is discussed with you. It is important that we have a holistic</p>

	<p>view of the child so that we can fully understand their needs and parental input are paramount in this. Where appropriate we write and review Individual education Plans with parents.</p> <p>Where children's needs are more complex and a number of outside agencies are involved, then parents will be asked to contribute to the completion of a CAF (Common Assessment Framework.) This is so that all agencies can work effectively together and a more detailed picture of the whole child can be given. A lead professional will be identified to ensure that all actions are completed.</p> <p>For children with SEND, teachers discuss progress every term or more frequently if needed so that parents can support their child at home too.</p>												
<p><b>Involving Children</b></p>	<p>Children play an integral part in the writing of Individual education Plans. Their needs and aspirations are taken into account and the targets are written with this in mind.</p>												
<p><b>How are pupils and families supported?</b></p>	<p>At St Maxentius we aim to support pupils and families in every way we can. However if you need advice from a professional outside of school then your GP is the first point of call (or the Health visitor if your child is under five years old.) There are also other agencies that can provide you with support and some of these are listed below :</p> <table border="1" data-bbox="819 962 1827 1431"> <thead> <tr> <th data-bbox="819 962 1126 1034">Agency</th> <th data-bbox="1131 962 1429 1034">Type of support offered</th> <th data-bbox="1433 962 1827 1034">Contact Details</th> </tr> </thead> <tbody> <tr> <td data-bbox="819 1037 1126 1289">Parent Partnership</td> <td data-bbox="1131 1037 1429 1289">Parent Partnership (PPS) offers advice and support to parents and carers of children and young people with Special Educational Needs.</td> <td data-bbox="1433 1037 1827 1289">01204 848722 <a href="http://www.parentpartnership.org.uk">www.parentpartnership.org.uk</a></td> </tr> <tr> <td data-bbox="819 1292 1126 1398">Pupil and Student Services</td> <td data-bbox="1131 1292 1429 1398">Offer support and advice on school admissions</td> <td data-bbox="1433 1292 1827 1398">01204 333143</td> </tr> <tr> <td data-bbox="819 1401 1126 1431">School Nurse Service</td> <td data-bbox="1131 1401 1429 1431">Support in school and</td> <td data-bbox="1433 1401 1827 1431">01204 463557</td> </tr> </tbody> </table>	Agency	Type of support offered	Contact Details	Parent Partnership	Parent Partnership (PPS) offers advice and support to parents and carers of children and young people with Special Educational Needs.	01204 848722 <a href="http://www.parentpartnership.org.uk">www.parentpartnership.org.uk</a>	Pupil and Student Services	Offer support and advice on school admissions	01204 333143	School Nurse Service	Support in school and	01204 463557
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	advice for a child's health and well being.		Further information about the wide range of support agencies available can be found in the Bolton Local Authority offer: <a href="http://www.local.directory.bolton.gov.uk/send.aspx">www.local.directory.bolton.gov.uk/send.aspx</a>
<b>Training and Resources</b>	<p>All staff are trained to provide activities and resources that are suitably easier or more challenging according to your child's needs. This means that all children can work at their level.</p> <p>At St Maxentius we have teachers and support staff with training related to specific learning or medical issues eg. Autism, Speech, language and communications difficulties and issues related to behavioural difficulties. Teachers and support staff have also received training in relation to some of the resources we use such as 'Toe by Toe' and ELKLAN. Staff training needs are regularly audited so that all needs can be met within the school. We use a range of resources to support children with SEND and these include:</p> <ul style="list-style-type: none"> <li>• Visual timetables,</li> <li>• Coloured overlays</li> <li>• Pencil grips,</li> <li>• IT equipment and computer programmes,</li> <li>• Enlarged texts,</li> <li>• Individual workstations</li> <li>• Quiet areas and</li> <li>• Transition programmes that provides those starting our school or moving on secondary school with additional visits and a support package to ensure a smooth transition.</li> </ul> <p>For those children who have specific medical needs, the relevant staff are trained and receive support from the school nursing team.</p>		
<b>Roles and Responsibilities. Include how we store and manage info</b>	<p>Your views are vital to us and it is important that you feel listened to and that you are satisfied with what happens.</p> <p>In school, the Special educational Needs Coordinator (SENco) is the lead in this area and is our designated pupil advocate. They will follow up your concerns and ensure that your child's needs can be met.</p> <p>It is the class teacher's responsibility to write Individual Education Plans and encourage parental involvement in this. Where possible. The class teacher provides differentiated work and programmes of study that will help your child to make progress. They will also put in place a programme of social, emotional or behavioural support if that's what your child needs.</p> <p>All information will be kept confidential. Copies of reports from outside agencies are kept in a secure place within school.</p>		

		Contact details for Special Educational Needs Coordinator:							
		<table border="1"> <tr> <th>Name</th> <th>Email</th> <th>Telephone Number</th> </tr> <tr> <td>Mrs Emma Cosgrave</td> <td>office@st-maxentius.bolton.sch.uk</td> <td>01204 333106</td> </tr> </table>		Name	Email	Telephone Number	Mrs Emma Cosgrave	office@st-maxentius.bolton.sch.uk	01204 333106
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<b>Dealing with Complaints</b>		<p>The first point of contact for any complaint is always the person responsible which may be the Class teacher; the SENco or the Headteacher. Your concerns should be discussed with them first and if you are not satisfied that your concern has been addressed then speak to the Headteacher alongside a school governor representative. If this does not lead you to a satisfactory resolution, please refer to the School complaint procedure which is available on our school website.</p>							
<b>Where can I get a copy of SEND Policy</b>		<p>A copy of the school SEND policy is posted on the school website or alternatively a copy can be requested from the school office. This policy is reviewed on an annual basis to ensure that school provision is effective and addresses the needs of the pupils.</p>							
Area of Need	Wave 1 Whole Class Teaching	Wave 2 Targeted Group Intervention	Wave 3 Targeted 1:1/Small group Intervention						
Cognition and Learning	<ul style="list-style-type: none"> <li>Differentiated Curriculum Planning, activities, delivery and outcome.</li> <li>In class TA support</li> <li>Visual aids/modelling</li> <li>Visual timetables</li> <li>Use of writing frames</li> <li>Illustrated dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>In class support from TA or specialist SEN teacher employed by school.</li> <li>Toe by Toe</li> <li>Read Write Ink in small catch up group</li> <li>Reading buddies</li> <li>Volunteer readers</li> <li>Booster classes where appropriate ie Year 6</li> <li>Access to further small apparatus to aid learning</li> <li>Opportunities for alternative ways of recording, other than writing.</li> <li>Individual Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>Advice/support from Ladywood Outreach</li> <li>Advice/support form Educational Psychologist</li> <li>Advice/support form Speech and Language Therapist.</li> </ul>						

	<ul style="list-style-type: none"> <li>• Access to word processor or Ipad</li> <li>• Numicon (maths resource)</li> <li>• Read Write Ink phonics programme</li> <li>• Individual dictionaries</li> <li>• Word mats</li> <li>• Seating arrangements to allow needs to be met</li> <li>• Risk Assessment undertaken to allow children to access school trips and extra-curricular activities.</li> <li>• Additional Guided Reading sessions</li> </ul>		
<p>Communication and Interaction</p>	<ul style="list-style-type: none"> <li>• Differentiated Curriculum Planning, activities, delivery and outcome.</li> <li>• Allowance of additional processing time.</li> <li>• Structured school and class routines.</li> <li>• Risk Assessment undertaken to</li> </ul>	<ul style="list-style-type: none"> <li>• In class support with focus on speech and language</li> <li>• Use of ELKAN resources in school.</li> <li>• Individual Education Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Advice/support from Ladywood Outreach</li> <li>• Advice/support form Educational Psychologist</li> <li>• Advice/support form Speech and Language Therapist.</li> </ul>

	<p>allow children to access school trips and extra-curricular activities.</p> <ul style="list-style-type: none"> <li>•</li> </ul>		
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>• Whole school behaviour policy.</li> <li>• Whole school rules</li> <li>• Class rules</li> <li>• Whole school reward and sanctions procedure.</li> <li>• Achievement assembly</li> <li>• Risk Assessment undertaken to allow children to access school trips and extra-curricular activities.</li> <li>• Circletime</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Social Stories.</li> <li>• Access to Learning Mentors in school.</li> <li>• Individual reward chart for home and/or school use</li> <li>• TA support at all playtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Small group or 1:1 support to develop social skills</li> <li>• Lunchtime clubs specifically to develop social skills.</li> <li>• Time out/Quiet areas</li> <li>• Advice/support form Educational Psychologist</li> <li>• Advice/support from Bolton Behaviour Support Service.</li> <li>• Advice/support from Ladywood Outreach</li> <li>• Peer Mentoring</li> <li>• Referral to Child and Adolescent Mental Health Service (CAMHS)</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Staff made aware of implications of physical impairment.</li> <li>• Staff receive relevant training to assist child with physical</li> </ul>	<ul style="list-style-type: none"> <li>• Additional motor control work.</li> <li>• Reading/writing overlays</li> <li>• Brain Gym /dyspraxia exercises</li> <li>• In class support</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support in appropriate subjects</li> <li>• Occupational therapy programme</li> <li>• Use of additional resources</li> <li>• Advice/support from Ladywood Outreach</li> <li>• Advice/support form Educational Psychologist</li> <li>• Advice/support form Speech and Language Therapist.</li> </ul>

	<p>impairment</p> <ul style="list-style-type: none"><li>• Use of pencil grips</li><li>• Risk Assessment undertaken to allow children to access school trips and extra-curricular activities.</li></ul>		<ul style="list-style-type: none"><li>• Advice/support from sensory support service</li></ul>
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