



**Corpus Christi Catholic Primary School**  
**SCHOOL SEN CONTRIBUTION TO THE LOCAL  
OFFER**

**For Special Educational Needs and Disability (SEND)**

Our Mission statement:

‘Christ is like a single body which has many parts.

It is still one body even though it is made up of many  
parts.’

(1 Corinthinans 12:12)

We are a community which:

- tries to see every child through the eyes of Christ.
- supports children’s learning and the development of  
their Catholic faith.
- recognises that Jesus is with us in all we think, do and  
say.
- acknowledges the challenge of every individual and strive to enable them to develop  
their full potential.

Corpus Christi strives hard to ensure that all pupils:

- have a wide and balanced curriculum which is differentiated to meet individual  
needs

- can learn and make progress according to their individual potential
- are assessed using appropriate assessment tools and guidelines
- have equal access to resources, provision and interventions as needed

Special educational provision is that which is additional to or different from provision made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Coordinator (SENCO) who is responsible for the management of provision of support for identified pupils with SEND and to coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of SEND and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEN within the classroom. The steps below are taken to ensure that pupils with SEN or disabilities are not being treated less favourably than other pupils:

- The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought at all stages. (The SEN Code of Practice highlights the importance of children and young people participating in all decisions about their education).
- Parents/carers are key partners in the identification, planning for, support and review of their children's needs.
- All children are entitled to access a broad, balanced and relevant curriculum.
- The needs of children and young people will be assessed and reviewed regularly. Informed and challenging targets for progress will be set.
- Provision will be suitably differentiated to meet individual and diverse needs to enable all children to reach their full potential.
- All those working with children and young people with special educational needs will be trained and supported.
- Children identified as having disabilities will not be treated 'less favourably' than those without disabilities and any incident of discrimination against those with disabilities will be responded to following legal procedures.

Admissions Arrangements:

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not

discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Our school is based in three buildings, all of which are accessible, however there are 2 classrooms only accessible by stairs; in this year group (Year 5 /6) there is also a ground floor classroom so that provision is available for all. In our Hall building there is a disabled toilet and also a lift to the upper floor.

The new 'SEND Code of Practice' (January 2015) states that there are four main areas that cover Special Educational Needs.

These areas and their meaning are as follows:

Area of Special Educational Need	Relating to difficulties with:
<p style="text-align: center;"><b>Communication and Interaction</b></p>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<p style="text-align: center;"><b>Cognition and Learning</b></p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> <li>• language, memory and reasoning skills</li> <li>• sequencing and organisational skills</li> <li>• an understanding of number</li> <li>• problem-solving and concept development skills</li> <li>• fine and gross motor skills</li> </ul> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>

<p style="text-align: center;"><b>Social, Mental and Emotional health</b></p>	<p>May have difficulties with social and emotional development which may lead to or stem from</p> <ul style="list-style-type: none"> <li>• social isolation</li> <li>• behaviour difficulties</li> <li>• attention difficulties (ADHD)</li> <li>• anxiety and depression</li> <li>• attachment disorders</li> <li>• low self esteem</li> <li>• issues with self-image</li> </ul>
<p><b>Sensory and / or Physical</b></p>	<p>May have medical or genetic conditions that lead to difficulties with</p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> <li>• Toileting / self-care.</li> </ul>

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

**Wave 1** Quality first teaching through differentiation in English and Maths lessons.

**Wave 2** Small group support for those pupils who are achieving below age expected levels.

**Wave 3** Focussed, individualised programmes for pupils achieving well below age expected levels.

	Whole School Approach (1 <sup>st</sup> Quality Teaching) Wave 1 intervention	Targeted Support For Individuals or small groups Wave 2 intervention	Specialised Intervention for those with additional needs Wave 3 intervention
<b>Teaching Approach:</b>	<ul style="list-style-type: none"> <li>-Ability or setting groups</li> <li>-Small guided groups</li> <li>-Opportunity for independence and guided work</li> <li>-Collaborative working</li> <li>-ICT</li> </ul>	<ul style="list-style-type: none"> <li>-Phonics groups</li> <li>-Better Reading</li> <li>-BEAM (fine /gross motor )</li> <li>-1:1 reading (targeted)</li> <li>-Comprehension groups</li> <li>-Rapid Readers groups</li> <li>-Reading Achievement Specialist</li> </ul>	<ul style="list-style-type: none"> <li>-1:1 with an adult (eg) teaching assistant, teacher, SENCo.</li> </ul>
<b>Communication and Interaction Needs:</b>  <ul style="list-style-type: none"> <li>-Speech, Language and Communication Disorders</li> <li>-Autistic Spectrum Disorders</li> </ul>	<ul style="list-style-type: none"> <li>-Visual resources</li> <li>- ICT (eg) alphasmart key boards, iPads, PCs.</li> <li>-Talk partners</li> <li>-Drama / Role play</li> <li>-Differentiated work</li> </ul>	<ul style="list-style-type: none"> <li>-Additional Speaking and Listening groups</li> <li>-Social Use of Language groups</li> <li>-Makaton</li> <li>-Social stories</li> </ul>	<ul style="list-style-type: none"> <li>- Speech &amp; Language Therapy programmes</li> <li>-Work stations with individualised tasks working towards targets.</li> <li>-Individualised visual timetables</li> <li>-Social stories</li> </ul>
<b>Cognition and Learning:</b>  <ul style="list-style-type: none"> <li>-Specific Learning Difficulties</li> <li>-Moderate Learning Needs</li> <li>-Severe Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>-Access to curriculum</li> <li>-Use of different approaches to teaching</li> <li>-Hands on learning</li> <li>-School trips</li> <li>-Good use of visual and practical learning</li> <li>-Supportive learning environment</li> <li>-Differentiated work</li> </ul>	<ul style="list-style-type: none"> <li>-Group intervention for organisational skills (eg) Narrative Groups, mind mapping</li> <li>-ICT (iPads, PCs, alphasmart keyboards)</li> <li>-Rapid maths</li> </ul>	<ul style="list-style-type: none"> <li>-1:1 evidence based intervention programmes (eg) Toe By Toe, Precision Teaching, Active Literacy Kit</li> <li>-Numicon</li> <li>-1:1 developing memory skills</li> <li>-1:1 scribes or readers</li> </ul>
<b>Sensory and Physical Needs:</b>  <ul style="list-style-type: none"> <li>-Hearing Impairment</li> <li>-Visual Impairment</li> <li>-Multi-Sensory Impairment</li> <li>-Physical Needs</li> <li>-Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>-Whole school approach</li> </ul>	<ul style="list-style-type: none"> <li>-Hand gym</li> <li>-BEAM</li> <li>-Handwriting practice</li> <li>-Extra 1:1 / small group activities</li> </ul>	<ul style="list-style-type: none"> <li>-Medical Care plans regularly reviewed in conjunction with outside professionals.</li> <li>-1:1 therapy/care by school staff who have been trained by outside professionals.</li> </ul>
<b>Social, Mental and Emotional Health:</b>	<ul style="list-style-type: none"> <li>-careful record keeping and sharing information to ensure care &amp; safety of pupils.</li> <li>-Whole school approach; SEAL curriculum throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>-small group intervention (eg) self-regulation, Silver Set SEAL.</li> <li>-1:1 emotional literacy &amp; First Aid, Loss Companion, Kids Skills development.</li> </ul>	<ul style="list-style-type: none"> <li>-working with the Joint Action Team &amp; other outside agencies (eg) CAMHS, MABS, HIB, to ensure appropriate support is provided.</li> <li>-SAF (Single Assessment Framework) completion.</li> </ul>

Details of provision across the City may be found on the Portsmouth Local Offer website and details of what is regarded as the Ordinarily Available Provision (OAP).

**Please see below some answers for some potential questions you may have about the school.**

### **How does Corpus Christi know if children need extra help?**

At Corpus Christi children are identified as having SEN through a variety of ways including the following:-

- Child performing below age expected levels
- Against starting points and national age related expectations
- Concerns raised by parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including age related expectations outline in the new National Curriculum.

Children who are not making expected progress are picked up through Progress Review meetings with the Class teacher and the Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are not progressing at the expected rate or above, and what further support or intervention can be given to aid their progression.

### **What should I do if I think my child may have special educational needs?**

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENCO or School Leader.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

### **How will Corpus Christi staff support my child?**

Our SENCO oversees all support and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with children with SEND in their class to ensure that progress in every area is made.

There may be a Teaching Assistant (TA) working with your child either individually or as part of a group if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

### **How will the curriculum be matched to my child's needs?**

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be several different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

### **How do we know if it has had an impact?**

Regular progress meetings will track that a child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels. Intervention programmes will be evaluated to ensure that they are being effective; if little or no progress has been made, alternative interventions will be provided. Parents will be informed of their child's progress at Parent Conferences or more frequent review meetings. Children may move off of the SEN register when they have reached age expected levels.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

The class teacher will meet with parents at least three times a year in Parental Conferences to discuss your child's needs, support and progress. For further information the SENCo is available to discuss support in more detail or may arrange for a review meeting to be held.

You are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child has complex SEND they may have a Note in Lieu, a Statement of SEN or an Education, Health & Social Care Plan (EHC Plan), which means that a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written annually (or more often, known as an Interim Review).

### **How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.

Children discuss and set their targets with their class teacher in Pupil Conferencing sessions. If your child has a Statement of SEN or EHC Plan, their views will be sought before any review meetings which will be held as a pupil-centred review, making the child at the heart of the meeting.

### **What support will there be for my child's overall well being?**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCo for advice and guidance. This may involve working alongside outside agencies such as Health and Social Services, and/or the Multi-Agency Behaviour Support Team.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is required to ensure a child's good health (ie) medicine for life threatening conditions such as asthma and diabetes. On a day-to-day basis the Admin Staff generally oversee the administration of such medicines. The Admin staff do not take responsibility for other medicines such as cough medicines and antibiotics. Parents need to make arrangements to personally administer such medicines if necessary.

### **What specialist services and expertise are available at, or accessed by Corpus Christi?**

Our SENCo is fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention (MABS/CAMHS); Health, including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; physiotherapists; social services including social workers and Educational Psychologists.

### **What training have the staff at Corpus Christi had or are having?**

All of our staff have a programme of regular professional development in the area of SEND; teachers & TAs have been trained in Dyslexia Awareness, ADHD, Language Disorders, Down Syndrome, Loss, Inclusion of all pupils in the classroom, behaviour management, to name a few. The school has a trained ELSA (Emotional Literacy Support Assistant). This is regularly added to as the training becomes available and in response to the needs of the pupils in our school. The SENCo has specialist training in several areas of emotional health, as well as specific areas of SEND, such as additional communication needs and dyslexia.

As a staff we have regular training and updates of conditions and medication affecting individual children (eg) asthma, epipen training, so that all staff are able to manage medical situations.

### **How are the Governors involved and what are their responsibilities?**

One of the Governors is responsible for SEND and meets regularly with the School Leader and SENCo. The SENCo & School Leader report to the Governors to keep all informed and up-to-date. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.



## **How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

## **How accessible is the school environment?**

The lower floor of the school site is wheelchair accessible with a disabled toilet. We are able to liase with EMAS (Ethnic minority Achievement Service) who assist us in supporting our families with English as an additional language.

## **How will Corpus Christi prepare and support my child to join the school and then transfer to secondary school?**

We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. Many of the secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils. We liase closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed. If your child has complex needs then a Statement or EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend.

## **How are Corpus Christi's resources allocated and matched to children's special educational needs?**

We ensure that the needs of all children with SEND are met to the best of the school's ability with the funds available. We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

## **How is the decision made about what type and how much support my child will receive?**

The class teacher, alongside the SENCo and possibly outside agencies, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going assessments and discussions with parents.

### **What support is there for improving behaviour, attendance and avoiding exclusion?**

As a school we have a very positive approach to all types of behaviour, with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties, a Pastoral Support Plan (PSP) is written alongside the child, parents and possibly MABS to identify the specific issues; relevant support is put in place, targets are set and reviewed.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the School Leader. Good attendance is actively encouraged throughout the school and rewarded on a weekly basis with our Ark Attendance Award for the class with the highest attendance.

### **Who can I contact for further information?**

The class teacher is always the first point of contact. If the teacher feels it is appropriate to invite other members of staff or professionals, a meeting can be arranged.

### **What should you do if you feel that the School SEN Offer is not being delivered or is not meeting your child's needs?**

First point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs O'Flynn, our SENCo and Mrs Cain, the School Leader. The SEN policy on our website explains the procedures in our school. You can also contact IASS or the SEN team at PCC.

### **Who should I contact if I am considering whether my child should join Corpus Christi?**

Contact the school Admin office to arrange to meet the School Leader, Mrs Cain, the Assistant Head Teacher, Mrs Comerford, or SENCo, Mrs O'Flynn, who would willingly discuss how the school could meet your child's needs.

### **How is the School SEN Offer reviewed?**

This offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. We welcome and appreciate the views of parents and encourage new ideas and input if there is anything parents feel should be included.

