



St. Columbas Catholic Primary School

Church Lane, Walney Island, Barrow-in-Furness Cumbria LA14 3AD

Head Teacher: Mrs C O'Donnell

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"I have come that they may have life and have it to the full" (John 10 : 10)



St Columba's Catholic Primary School SEND OFFER

'Life In All Its Fullness' John 10:10

For support with SEND issues and queries please contact our SENCO, Claire O'Donnell at St Columba's School

How do we support children with SEND at St Columba's Catholic Primary and Nursery School?

Our children access a wide range of provision throughout school and within the local community which enriches the curriculum and wider development. Our highly trained staff work alongside a range of outside agencies and professionals in order to plan personalised provision and learning that effectively meets the needs of all of our children.

We provide provision that is above and beyond and employ staff with a wide range of experience in SEND

How are SEN needs identified?

Children are identified as needing SEN Support through:

- Liaison with pre-schools/previous school
- A child performing significantly below age related expectations
- A lack of progress
- Through assessment and screening tests in all areas
- Concerns raised by parents or teachers
- Through liaison with external agencies

Children with SEN have a greater difficulty in learning than the majority of others of the same age, or they have a disability which makes it difficult for them to use the facilities normally provided for others of the same age in mainstream schools. Someone has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.

Children who are identified as having a SEN are recorded on our school SEND Register as 'SEN Support'. Some children then make very good progress or their needs change and we may no longer feel that they need to be listed as SEN Support; these children are maintained on the register as 'monitoring'. Some children have a greater level of need and have an Education and Health Care Plan (EHC Plan).

Please see our helpful guide to the interventions we offer in school to provide support which is 'additional to or different from' our high quality, carefully differentiated and inclusive teaching.

There are three stages known as 'waves' that outline the provision that we provide for our pupils.

Wave 1	Wave 2	Wave 3	Wave 3 plus
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. <u>Wave 1:</u> All children on the provision map	Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs <u>Wave 2:</u> Children who need a little more on the provision maps: These children may be doing additional group intervention and need a group plan or they may be children who have seen Lesley or speech therapy and there are small adjustments needed to support them. They may have seen the EY team and have a plan to be worked on within ordinarily available provision. Details will be needed on the provision map explaining what the small adjustments are that are being put in place for the pupil. The adjustments may be the LA ordinarily available provision	Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. <u>Wave 3:</u> Children we are concerned about so we have given them 1:1 hours (if we have staff available) and have asked for the Ed P or other professionals to come and see them/ these children may also be awaiting a diagnosis: They may have a report to be worked on. They need an IPP	<u>Beyond wave 3:</u> are children with an EHCP they will have a one page profile/funding and an external SATs teacher for support (maybe). They have annual reviews and set meetings with parents throughout the year

	document. These children may need a one -page profile if the class teacher feels they do not fit a group plan or if the needs are linked to just them and seem significant. At this stage we are considering if we will need some evidence for them to move to wave 3. Consider are they a wave 2 or are we thinking they could potentially be a wave 3. Many children are at wave 2 and may have a diagnosis but they are functioning well in school using ordinarily available provision		
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Each wave is broken down into four further categories of provision.

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There are a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and 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.	Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

Cognition and Learning

Wave 1	Wave 2	Wave 3	Wave 3 plus
Quality First Teaching including: Differentiated curriculum planning Pitched questioning Modelling of skills High expectations 1:1 and group reading. Guided writing Word banks Word mats ICT to support learning Writing frames Numicon Learning displays Working Walls Power of Reading White Rose Maths Support from Teaching Assistant in class Different learning styles are accommodated including use of strategies for Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and specific Learning Disorders such as Dyslexia/Dyscalculia. In some classes Clicker is used independently by children during class time Next steps in marking. Target setting with children All children's progress and attainment is assessed and tracked throughout the year.	ELS – Intervention and small group support, Handwriting Spelling Letter Formation Groups Number knowledge Developing written language skills Comprehension Targeted maths support Grammar intervention Comprehension Black Sheep Colourful Semantics Elklan Group support in class Ask for a visit for advice if needed Working memory group	Focused 1:1 support such as reading intervention, maths recovery 1:1 daily reading Precision teaching Colourful semantics Talk to text 1:1 support depending on need Dyslexia screening targets Intense 1:1 support in core and foundation subjects. Support from Educational Psychologist Support from Advisory Teacher 1:1 Clicker External Agency support through Early Help Process. Working with Karen or Lesley Speech therapy EAL support	Strategies suggested in the EHCP focused to the child

Screening: Class assessments for curriculum areas/ reading age/dyslexia screening toolkit

Communication and Interaction

Wave 1	Wave 2	Wave 3	Wave 3 plus
Quality First Teaching including: Differentiated curriculum planning Modelled speech/language Modelled interaction Targeted questioning Talk, pair, share Group work Class Visual Aids and Prompts Visual Timetables Key words/banks Drama activities Sequencing activities Additional Processing time Simplified language A range of questions to develop children's ability to give quality answers Opportunities for individual, pair, group and whole class working. Regular communication through informal and formal meeting (parents evening, class and special assemblies and celebrations) Communication via Dojo/Facebook/Text. School/classroom collective worship	Pre teaching of vocabulary Social skills and self-esteem intervention Socially speaking Black sheep Elklan Children working in groups Buddy club and neurodiverse PE sessions with Karen Ordinary A Provision	Individual visual timetables Now, Next, Then Traffic Light Home School Book Targeted work from Speech and Language Therapy Black SheepTalk About Pictures External Agency support through Early Help Process.	Strategies suggested in the EHCP specific to the child

Screening: Wellcomm /early speech screening/ templates from speech team

Sunshine circles to support social screening

Sensory and Physical

Wave 1	Wave 2	Wave 3	Wave 3 plus
Quality First Teaching including: Differentiated Curriculum Planning Adaptions to the classroom Fine Motor Skills activities Additional Movement breaks School building is accessible for all. Classrooms have age appropriate furniture and environments. Letter Join Visual prompts, pictures and ICT used appropriately to aid learning. High quality resources are readily available, organised to enable independence. Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning. Outdoor learning opportunities are provided.	Use of specialist equipment Pencil grips Coloured overlays Lap weights Weighted blankets Fidget toys Wobble cushions Rocking chairs sensory motor sessions, sensory circuits, with Karen, neurodiverse PE sessions, buddy club, motor competency sessions, sensory profile cards Ordinary A Provision	More specific motor competency sessions, sensory profile cards with Karen 1:1 support and support for the parents to do at home from Karen	Strategies suggested in the EHCP specific to the child

► Sensory Motor Circuits aimed primarily at reception and Year 1&2 pupils, but any pupil who has underdeveloped sensory motor systems will benefit from participating in the circuits. .			
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- **Screening: For underdeveloped motor systems:** Early Years Foundation Motor Screening was developed by Dr Vanessa King and Dr Kirsty Howells during 2023-2024 in conjunction with the Association for Physical Education.
- The idea behind the programme is to create new neural connections in the brain and body developing; **Balance; Coordination; Agility; Core Strength; Postural Control; Hand Eye Coordination & Suppression of primitive reflexes.**

Social, Emotional and Mental Health

Wave 1	Wave 2	Wave 3	Wave 3 plus
Quality First Teaching including: Differentiated curriculum planning Whole School Behaviour Policy School and class high expectations Class/whole school assemblies and point system Clear School Vision following the St Columba Way Class visual timetable Visual reward system Kidsafe stress relievers Emotion/social resources Positive Praise Certificates Fiddle objects Class Monitors /prefects Whole school check in at key points in year then tiered system with Lesley RSE and 1 decision scheme	Social skills and nurture group/lunch clubs Individual reward systems Behaviour logs Additional support at playtime and lunchtime Transition support Buddy Club Aftersch PE buddy club with Karen ELSA	Lesley sessions with parents Lesley sessions with children Play therapy Decider skills Theraplay sessions Banardos Referrals to family action CBT for neurodiverse children Behaviour Man Plan, Pru support	EHCP suggested individual support/Alternative provision

Screening: Boxall Profile tool

Lesley sunshine circles used to screen children

We employ Karen Griffiths to provide the following support in school. Karen previously worked as a specialist advisory teacher for Autism in the LA

Early Years
Motor Screening
Programme.

Sensory motor
circuits.

Buddy Clubs.

Neurodiverse P.E
lessons.

Sensory break
cards.

Early Years Foundation stage Motor Screening was developed by Dr Vanessa King and Dr Kirsty Howells during 2023-2024 in conjunction with the Association for Physical Education.

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Lesley M Jones works at St Columba's on a Friday she is Young Lives is a specialist consultancy that works in partnership with schools and parents to provide flexible and bespoke support to young people on a wide range of health matters.

- Family issues
- Coping with anger, sadness, rejection, isolation, loss or anxiety and associated behavioural issues
- Peer pressure and/or friendship issues
- Healthy relationships
- Personal identity
- Improving confidence, self-esteem and emotional wellbeing
- Improving communication with professional involved in their care
- Theraplay
- Play therapy

Our practitioner — Lesley Messenger-Jones.

- Registered General Nurse for 25 years 18 years school nursing experience
- Member of the Royal College of Nursing
- 18 months CAMHs using CBT and DBT therapeutic skills
- Completed 30 hours on line counselling training with national Crisis helpline
- Our Anna Freud Mental Health trained worked
- 16 hours decider skills training CPFT
- Person Centered approach: Introduction to Counselling skills; Cumbria University, 35 hours face to face. 10 credits
- National CAMHs Eating disorder training 8 days
- Family based therapy workshop training 2 days in Leeds
- Up to date Disclosure & Barring Certificate and ICO registration

Provides support for our young people and families

Useful SEND Websites

- www.communication4all.co.uk/ – Resources to support Inclusion, EYFS and Visuals
- www.senteacher.org/ – SEN Teacher is amongst the oldest teaching resource sites, the materials are free to share and use in schools or at home. The Print tools on SEN Teacher allow you to create, adapt and share teaching resources for a wide-range of abilities. No login or registration is required to use SEN Teacher. Also has links to other useful websites.
- www.autism.org.uk – The National Autistic Society website, the main UK charity for supporting people with ASD and their families (contains lots of useful advice and resources)
- www.attentionautism.com – For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills
- www.widgit.com/resources – Symbolled resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists
- www.special-needs-kids.co.uk – An information directory for parents and carers
- www.iassnetwork.co.uk – Advice and support for parents of children with SEN
- www.autismuk.com – Lots of information on ASD
- www.downs-syndrome.org.uk – Advice and support, including booklets to help with independent toileting, sleeping and managing behaviour
- www.autismspeaks.org – A comprehensive site, with a useful resource library

- www.oneplaceforspecialneeds.com/main/library_social_stories.html – A really useful set of social stories to share with children, covering topics ranging from coping with a new baby in the family to getting a haircut to making friends. The National Autistic Society website also provides guidance on writing your own personalised social stories

Useful, fun websites with highly visual games for using with your children to consolidate early skills:

- www.starfall.com
- www.ictgames.com
- www.topmarks.co.uk
- www.crickweb.co.uk