

END OF YEAR ASSESSMENTS

Assessments are ongoing throughout the year. Your child might be assessed on the curriculum for their Year Group, an earlier Year Group or Pre Key Stage statements. Alternatively, our Engagement Model aims to set SMART targets relating to the child and is not linked to National Curriculum goals but their characteristics of learning.

Sometimes age standardised score tests are used. This is to help show the progress a child has made. If necessary a child can be disapplied from National tests. Your child's teacher will talk to you about this.

Social Skills and Life Skills

We support the 'whole' child through our Social and Emotional Skills provision. A number of different programmes run. Sometimes this involves visits into the community (Lifeskills).

Our Learning Mentor, Mrs. J. Gokoglu supports children with barriers to learning, particularly social, emotional and behavioural needs.

Supporting Agencies

In 2023, St Helens introduced TESSA, triage for all education support and specialist advice.

This phone based team is made up of many professionals including; Behaviour Service, Educational Psychology and the Language and Social Communication Service.

Specialist assessments can also be carried out through Physiotherapy and Occupational Health.

For children in Nursery, The Bridge Centre can provide assessment advice and guidance.

Through the involvement of outside agencies your child may be placed on a Pathway of Support eg for those on the Autistic Spectrum.

Support for Parents

Class Teachers will readily discuss a child's progress and needs with parents, and should always be your first port of call.

Mrs Gokoglu is the school learning mentor and will offer advice and support.

Mrs Webster, SENDCO and Deputy Head, is also available to listen to any concerns you may have.

Due to other commitments in school, staff cannot always see you straight away. They will always get back to you as soon as they can.

We strive to share information and good practice from within the Local Authority.

We encourage parents to access support from Advanced Solutions [Welcome to ADD-vanced Solutions](#)

Details of St Helens provision for children with SEND can be found on the SEND Information Hub

<https://familyinfodirectory.sthelens.gov.uk>



In St. Helens there is an independent support group called IASS which offer free advice to parents.

They can be contacted via the SEND Information hub.

The school prospectus contains details of the policy for Special Educational Needs and Disabilities, and the arrangements made in our school.

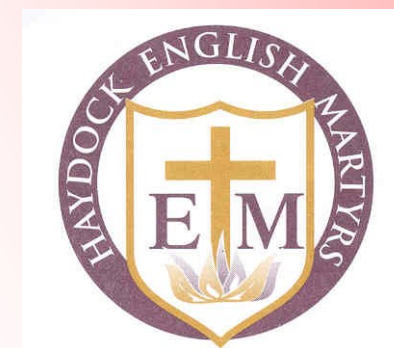
The full Policy and annual SEND report can be read on the School website.

<https://www.hemcps.co.uk/>

Haydock English Martyrs' Catholic Primary School

SEND Policy

A Summary for Parents



Lighting the flame for
lifelong learning

Summary SEND Policy

The National Curriculum 2014 sets out Year Group expectations for all children. This is the starting point for meeting the specific needs of individuals and groups of children. In March 2022, the Government Green Paper, titled "Right support, right place, right time", commits to identifying children's needs more quickly. At English Martyrs intervention and support is provided through our quality first provision. Teachers respond to children's learning needs. Some children might find it difficult to access Year Group objectives. In these cases work is scaffolded to support pupils to achieve their best. Assessments, observations and evaluations take place which track each child's progress.

Targets are set with the children to move their learning on.

Addressing Individual Needs

It is recognised that for a minority of children their individual needs are different to and more complex than most of their peers. They may also have a disability. Any barriers to learning are carefully considered by us as a school. In such situations it is our responsibility to adopt the Special Needs Code of Practice.

Mrs Webster is the school SENDCo.

Identification of Need

The class teacher identifies a child's needs or barrier to learning.

Assessments and timely interventions take place.

Liaison takes place with the Class Teacher, Mrs. Webster, parents and most importantly the child.



What happens next?



School talks to parents about the additional needs of the child. A plan is set with achievable and measurable targets to meet learning needs. A plan can also be set to help with behavioural needs. For some children these targets might be enough to help them back on track with their learning.

Occasionally school or parents might decide that more needs to be done. When this happens, school will follow the graduated response and consider bringing in specialists to advise school in order to meet the child's needs. School support is provided through Learning Support Assistants. Consideration is given to suitable support programmes to be used in school. Where the child's needs are more complex all involved consider whether the child will benefit from an EHCP (Education Health Care Plan)

If this is agreed to be appropriate then school can apply to the Local Authority for additional support.

SEND records

When setting targets we always take into account the voice of the child. We identify things that are going well, things we are worried about and what needs to be put in place to support the children. This support can be individual or in a group.

For some children their plan is not target specific. A plan could list things they find difficult and how we can help them, for example a child might need a quiet area or fidget toys to support them.

We will keep records that could be in the form of a graduated approach document which lists actions taken; a sign of SEND and safety document, this details what is working well and what school/parents are worried about. It could also be in the format of a more lengthy document assess, plan, do, review.

SEND Register

Any child requiring additional support will be identified on our school electronic system. An electronic log of provision and progress will be kept.

Transition Reviews

These take place in Year 5 for those with funding or an EHCP. They allow planning for Year 7.

Our school also recognises the importance of a carefully planned transition for the start of each new school year. We have a detailed programme for transition.

Achievements

When reporting progress we feel that it is important to present the child's achievements in a positive manner emphasising what the child can do rather than over emphasising what he/ she is having difficulty with. Each child has to be recognised as a unique individual. Reviews consider progress in relation to the set targets. The development of the 'whole' child is our priority. As such the child's progress in terms of social, emotional and life skills is valued.

EHCP

From September 2014 "Statements of SEN" were replaced with EHCP, (Education Health Care Plan.)

If the needs of the child are complex, enhanced provision might not be enough, school and/or parents may consider a more formal assessment, an Education Health Care Assessment. The local authority decide whether to do this or not.

If the local authority decide to assess, a multi-agency assessment takes place and an EHCP is drawn up which outlines needs and support identified by the agencies involved. This is reviewed annually.

Support Pathways exist for children within the Autistic Spectrum and those with ADHD.

Support is also in place for children with HI (Hearing Impaired) VI (Visually Impaired) or speech and language difficulties.

For some children, their support comes through interventions provided by Occupational therapy or Physio therapy.

Please ask a member of staff if you require more information.

