



St. Winefride's Catholic Primary School



SPECIAL EDUCATION NEEDS NEWSLETTER Spring 2022

Meet the Staff



Miss Holland
(SENCO)

Miss Holland is the Year 2 Class Teacher. She has recently taken over the role of Special Educational Needs Coordinator in September 2021. She has completed her NASENCO Award at the University of Liverpool. Miss Holland also holds a MSc Degree in Family and Child Psychology, with a specific interest in behaviour.



Mrs Roberts
(Learning Mentor)

Mrs Roberts is our Learning Mentor. She has been the Learning Mentor at St Winefride's for 10 years. Mrs Roberts has extensive training and hands on practical experience with regard to Autism and barriers to learning such as Dyslexia. She is ELKLAN trained which is an accredited qualification in Speech, Language and Communication and is ELSA trained (*Emotional literacy support assistant*) which has been devised by Educational Psychologists.

Identification of SEN at St. Winefride's

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SEN Coordinator (SENCO), will ensure that those pupils requiring different or additional support are identified at an early stage. Special educational provision will be made if the child has significantly greater difficulty in learning than the majority of children of the same age, or has a disability which prevents or hinders the child from making full use of facilities of a kind provided for children of the same age. The SEN code of Practice advocates a graduated response to meeting pupils' needs using an 'assess, plan, do and review' cycle.

Here at St. Winefride's we use a Three Wave System to meet all of our pupils' needs:

Wave 1— Quality first teaching is the provision that all children have in class.

Wave 2— Where progress is not adequate, and the child is working below age-related expectations, it will be necessary to take some additional/different action to enable the pupil to learn more effectively. Teaching staff work to identify difficulties in learning and put in place a range of measures to address these and bring children 'back on track'.

Wave 3— If teachers continue to have concerns following Wave 2 support and/or the child continues not to make sufficient progress, the child will begin to receive 'School Support'. At this point, parents/carers will work with the school to set appropriate termly learning goals and the children will be added to the SEN register at school.

Termly Learning Goals

Termly Learning Goals should focus on up to three or four key individual targets based on the child's area of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical needs.

The children who are on TLGs are those receiving Wave 2/3 support.

The targets are written by the class teacher and are shared with the pupil (if appropriate). A meeting is held every term with parents to discuss these targets and the provision that is being put in place. These targets are then evaluated termly and a review of the provision is deemed successful or pending. Targets can be rolled over or new targets are set depending on the impact.

