

## CURRENT IN-SCHOOL PROVISION

- Daily Reading
- 5 minute Maths and Literacy Boxes - regular 1:1 intervention to help secure basic skills.
- Mathematics- regular computer based intervention that targets individual areas of difficulty.
- Precision Spelling- Daily 1:1 Spelling intervention working on 100 common word spelling and reading
- TRACKS spelling - a regular, repetitive intervention to target the spelling of high frequency words.
- Boys Writing Group- Personalised learning project aimed at increasing progress and engagement in reluctant boy writers.
- Drawing and talking therapy
- Learning Mentor



Any questions please contact your child's class teacher or the SENCO (Special Needs Co-ordinator)  
Mrs Kells



Special Educational Needs and Inclusion at St Catherine

Information booklet for parents

## STEP ONE

### EARLY IDENTIFICATION

It is the aim of school, working in partnership with parents, to identify any difficulties that your child may be having. This could take many forms:

- Delayed development of, or problems with speech
- Difficulty understanding others speech or making themselves understood
- Problems with sight or hearing
- Problems with gross motor skills such as balance and ball skills
- Problems with fine motor skills such as gripping a pencil, handwriting and cutting
- Generally falling behind peers in literacy and maths
- Pronounced difficulties with reading, writing and spelling
- Behavioural problems

### RAISING CONCERNS

Once concerns have been raised, by parents or school, we will review and monitor your child's progress and carry out any necessary assessments to determine the nature and severity of the difficulty.



## STEP TWO

### SPECIAL EDUCATION NEEDS REGISTER

Once a difficulty has been identified and if it is felt that a child requires extra support beyond what the school currently offer through our interventions, a specialist assessment from an outside agency may be required.

If a more specialist assessment from an outside agency is required then, with parental permission, a referral will be made to one of the following agencies:

- SaLT - Speech and Language Team.
- Occupational Therapy - who deal with physical difficulties.
- Hearing Impairment Service.
- CDC - Child Development Centre - who deal with more global issues such as Attention Deficit Disorder and Autism.
- Educational Psychologist - assess for more specific learning difficulties such as Dyslexia.
- Behaviour Support Team.

These referrals are either made directly by school or through your GP by means of a letter from school.

Once a their specific need has been identified, a child, with parental permission, will be put on the Special Needs Register and receive an IEP (individual education plan) . This plan will be reviewed termly with parents and pupils.

## STEP THREE

### EDUCATION HEALTH AND CARE PLAN

In a minority of cases it may be necessary for school to seek, in partnership with parents, An Education Health and Care Plan. This would only be necessary if:

- The extra intervention provided is not having the necessary impact.
- A child has a severe need in one area or requires the intervention of a number of different outside agencies.
- A child is dramatically behind age related expectations.
- In order to make sufficient progress or access the National Curriculum, 1:1 support or specialist provision is needed.

If an EHCP is required the school will work closely with parents, and the child, to work through the many stages of the application process.

