

St Edward's Catholic Primary School

The SEND Information Report

Introduction

St Edward's is committed to safeguarding and promoting the welfare of children and expects all staff (and volunteers) to share the commitment.

Who are the best people to talk to in St Edward's about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) - Laura Tennant

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Learning Support Advisory Teacher etc.

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

Providing specialist support for teachers and teaching assistants in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.

- Writing Individual Learning Plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Inclusion Support Officer

Responsible for:

- Supporting children across the school with EHCP's and barriers to learning.
- Liaising with external agencies for additional support.
- Leading and monitoring the Rainbow Provision.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND in St Edward's?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their

understanding/learning and needs some extra support to help them make the best possible progress.

All children in school receive this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

This group, often called an intervention group, may be:

- run in the classroom or outside.
- run by a teacher or most often a teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice: Special Educational Needs (SEN) Support

which means they have been identified by the class teacher as needing some extra support due to specific gaps in an area of learning. For your child this would mean:

- He/ she will engage in group sessions with specific targets to help him/her to make more progress.

A teaching assistant/teacher will run these small group or individual sessions using the teacher's plan.

If a child is identified by the class teacher/SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Outside agencies such as the Speech and Language Therapy (SALT) Service, Sensory Inclusion Service (for students with a hearing or visual need),

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Learning Support Advisory Teacher (LSAT) or Speech and Language Therapist. This will help the school and yourself understand your child's particular needs and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better

- Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual Support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school e.g. Speech and Language therapy (SALT) Service, the ASD Outreach Team (Spectra), Learning Support Advisory Service or Sensory Inclusion Service (for students with a hearing or visual need) etc.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seems complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN Support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that additional support in school is required to make good progress. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the SEN Support.
- The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are severe, complex and lifelong, or requiring additional support in school.

How can I let the school know I am concerned about my child's progress?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from North Northamptonshire Council, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expectedand decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with a SEND in St Edward's?

- Pastoral Support within St Edward's (Family Support Worker)
- Educational Psychology Service
- Sensory Inclusion Service for children with visual or hearing needs
- The Dyslexic Lifeline Consultant
- Speech and Language Therapy Service
- Occupational Therapy Service

- School Nurse
- Physiotherapy
- EnHance
- Autism West Midlands
- CAMHS (Children and Adolescent and Mental Health Services)
- Teacher of the Deaf
- Occupational Therapists for specific needs
- Happy Child Agency
- Mental Health Support Team
- Outsides agencies for English needs

How are teachers at St Edward's's helped to work with children with a SEND and what training do they have?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, ADHD, dyslexia, dyspraxia, dyscalculia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD outreach service, Spectra

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Specially trained teaching assistants can adapt the teacher's planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, and maths.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- Standard Assessment Tests (SATs).
- Children at SEN Support will have an Individual Learning Plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.
- Children with an EHCP will have their progress reviewed with parents every term, as well as the formal Annual Review.
- The SENDCo will hold discussions with the SEN children to develop their understanding of their achievements and progress.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual Learning Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to suit your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is St Edward's accessible to children with SEND?

- The building is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Individual PEEPs and Risk Assessments are completed where needed.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We arrange pre-visits to the school with a member of support staff who is familiar to your child where possible.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance, a planning meeting will takeplace with the new teacher. All Individual Learning Plans will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6:
The SENDCo will liaise with the Upper Key Stage Two Team Leader who will attend a Primary Transition Meeting to discuss the

specific needs of your child with the relevant staff of their secondary school.

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- At the Year 6 Annual Review for children with a statement of SEND/ EHC Plan, the SENDCo from the proposed secondary school will be invited to attend.

If you have wish to discuss anything SEND related, please use the below contact details:

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