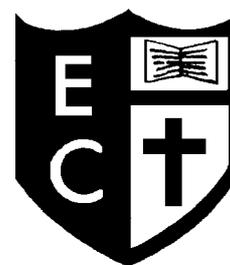


St. Edmund Campion Catholic Primary School

'God is at the centre of everything we do'



Previous: December 2016

Revised: December 2017

SEND Information Report

Who are the best people to talk to in this school about my child's Special Educational Needs?

If you have any concerns with your child in this area, we encourage you to make contact with your child's class teacher. All our teachers are trained to teach children with Special Educational Needs and Disabilities (SEND). They are able to give suitable provision and make appropriate assessment in order to support the needs of your child. If the teacher feels more support is needed, they will inform the SENCo and/or head teacher who will advise or decide if specialist provision is needed.

Headteacher – Mrs Patricia Opalko

SENCo – Miss Lisa Opalko

SEND Governor – Mrs Sarah Armstrong

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

If a teacher is concerned about your child's learning they will arrange a meeting with you. In this meeting they will identify the learning difficulty and work with you to make an individual plan on how to address the issue. This may mean putting in particular provisions in school or at home but it also might mean inviting outside agencies to become involved to support and advise.

How can I let the school know if I have concerns about my child's progress?

We are aware that children can behave differently at home than in school. You therefore might pick up on issues that we have not seen or been aware of. Nobody knows a child better than their parents and so we want to know if you have any concerns. We encourage you to organise meetings with the class teacher in order to identify these concerns. After this meeting, if the teacher feels they need more support or need to take this matter further, they will speak to the SENCo and/or headteacher who will help to put in the necessary provisions.

What are the different types of support available for children with SEN in this school?

Every class has a teaching assistant in the morning to support with core subjects such as Maths and English. All KS1 classes also have a teaching assistant in the afternoon. These members of staff are managed by the teacher to support in whatever way is felt necessary to ensure the children in each class are progressing.

As well as this, the school has employed a number of teaching assistants in the afternoons to provide interventions to the children in each year group. At this point, the teacher will identify which children need support and in what area (e.g. Reading, Writing, Maths, Spelling, Handwriting, Memory etc.) and ask the intervention staff to give extra support in these areas. It is the teacher who

decides what support and how often the support is given. The SENCo monitors these interventions to make sure they are effective.

The children who have Education and Health Care Plans often have extra money attached to them which can be used to support their learning. It is at the discretion of the school to decide how this money may best be used. For some this might be having a one-to-one teaching assistant that can support them throughout the school day. There will be times however when this is not the most suitable support as we want to ensure children do not suffer from learned-helplessness.

We have also employed a pastoral support manager/ELSA who supports the social, emotional and behavioural needs of all the children in our school as we feel the wellbeing of our students is of great importance. She is also able to work with parents to support, guide and advise them on how to help their children in any of these areas.

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

All children, not just SEND pupils, are able to receive the support mentioned above, if the teacher feels it necessary. We endeavour to put in place the extra support we can with the resources that we have available. All staff working with a child will have regular feedback meetings to see: whether they feel the support is having a positive effect; if they feel this extra support is no longer needed or whether changes need to be made to the current support.

How will you measure the progress of my child in school?

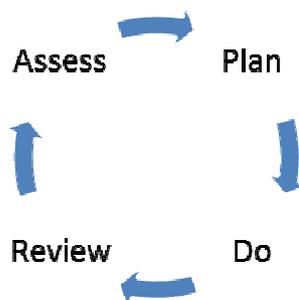
If your child has been identified as having a Special Educational Need or Disability and therefore placed on the SEND register, their progress will be continually monitored through the use of a document known as a Progress Review. The teacher will have one meeting each term (three over the year), where they will use this document to create suitable but aspirational SMART targets for the child to achieve. Through discussion, parents and teacher will agree on the targets and change or update when necessary. This document will also make clear, what progress has been made and what interventions have occurred in order to ensure progress occurs.

All children, unless it is felt unsuitable, will be given termly statutory tests in Maths and Reading. This is used, alongside class work and observation to help the teacher give a Teacher Assessment at the end of each term for Maths, Reading and Writing. This information is then inputted into our tracking system and shared with the parents at the Progress Review meetings each term.

How will the teaching be adapted for my child with learning needs?

High quality first teaching and additional interventions are defined through our annual dialogue across the school, contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: *Teachers continually assess all children and plan for interventions as and when necessary. Assessment includes assessment for learning through a range of means (discussions, general tasks, Big Writes, reading fluency etc.) and summative assessments. Children’s achievement is assessed relative to their age and cohort and interventions put into place for those who are struggling to perform alongside their peers.*

Plan: *Wave 1 and 2 interventions are planned by the teacher/teaching team for the teaching assistants to deliver. Wave 3 interventions are planned by the delivering agency and/or class teachers alongside the SENCO/Head. Interventions are constructed and delivered by the outside agency in conjunction with (or supported by) school staff.*

Do: *Teaching assistants and teachers run small groups or one to one interventions for the time and purpose specified by the teacher.*

Review: *Through professional discussions and planning meetings, objectives are reviewed and inform the assessment of a child and their planned intervention; this decides whether provision changes/continues or ceases (dependent on progress)*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. Outcomes for SEND children should be targeted and personal to the child.

How have you made the school accessible to children with SEND?

The new SEND Code of Practice (2015) states that schools must make reasonable adjustments to ensure that all children can access the curriculum. We endeavour to make sure this is the case and you can see the Accessibility Policy on our website to see how we do this.

How will you support my child when they are leaving this school or moving to another Year?

When moving to another year group, we ensure that the current teacher shares all vital information with the new teacher to make certain that any support put in place is continued. As well as this, if we feel necessary we will set up some familiarisation visits in which the child can see the new classroom they will be going into as well as meet any new members of staff that will be working with them. These processes are extremely important to ensure a smooth transition. In addition, if the teachers feel it suitable, they might arrange an early meeting with parents to form a positive and beneficial relationship

When a SEND child leaves our school, liaison meetings or transfer of records are arranged with the named school. Familiarisation visits are encouraged, so that the child is familiar with the new school environment. We invite SENCOs from the next school to meet the parents and child, usually at the final Annual Review.

How are the teachers in school supported to work with children who have SEN and what training do they have?

All our teachers are trained to teach children with Special Educational Needs and Disabilities (SEND). We believe that quality first teaching is vital in ensuring that children progress. We therefore make sure that our teachers are trained in general areas of SEND e.g. Autism, ADHD, Selective Mutism, Speech and Language difficulties, Dyslexia etc. If we feel other areas need to be covered, we will endeavour to do so. For example, the next planned staff training is on sensory needs. Alongside this, if a member of staff needs extra training in order to manage the needs of particular children in their class, we will put this in place. Teachers are asked each year if there is any particular SEND area that they feel they need more training in. We also make sure that teaching assistants are suitably trained if they are giving one-to-one support to any SEND children in our school.

Who are the other people providing services to children with a SEN in this school?

We have a number of outside services or agencies that may, at some point, work with your child, depending on their needs. These include:

- Educational Psychologist – observes child in the school setting and carries out assessments in order to identify areas of need and give advice on the support that needs to be put in place.
- Speech and Language Therapist – works with any child who has difficulties with speech and language. This may come in the form of a one-to-one or they will train our staff in order to give regular support on a weekly basis.
- SHINE – an organisation that comes in on a termly basis to observe any child with ASD and give ideas for support. They may also run sessions to help the child with any specific areas of need.
- Occupational Therapist – we can refer your child to an occupational therapist who will give support for areas of need such as: help with everyday tasks, physical needs and sensory needs.

What support do you have for parents of a child with SEND?

We understand that having a child with Special Educational Needs or Disabilities can be difficult not only for the child but for their family. Therefore, we feel that it is vital that a two-way communication is established between school and home. This means that should the parent need any support, we hope that they would feel confident to ask. From this we will then do whatever we can to help.

At the start of the year, the SENCO sends out a letter to all parents of children on our SEND register in order to make this clear. The parent is also invited to give their email address so that should the SENCO receive any information that they feel might benefit the parent (e.g. parenting workshops etc.) then they can send this information on. We want the parents to know that their voice is important and encourage them to contact us whenever they need. At our termly Progress Review Meetings, we give the parents a feedback form so that if there is any extra information they wish to share, they are able to do so.

As mentioned above, we also have a well-qualified pastoral support manager who is available to support not only the individual needs of our children but their parents also.