

Our Lady and St. Teresa's
Catholic Primary School



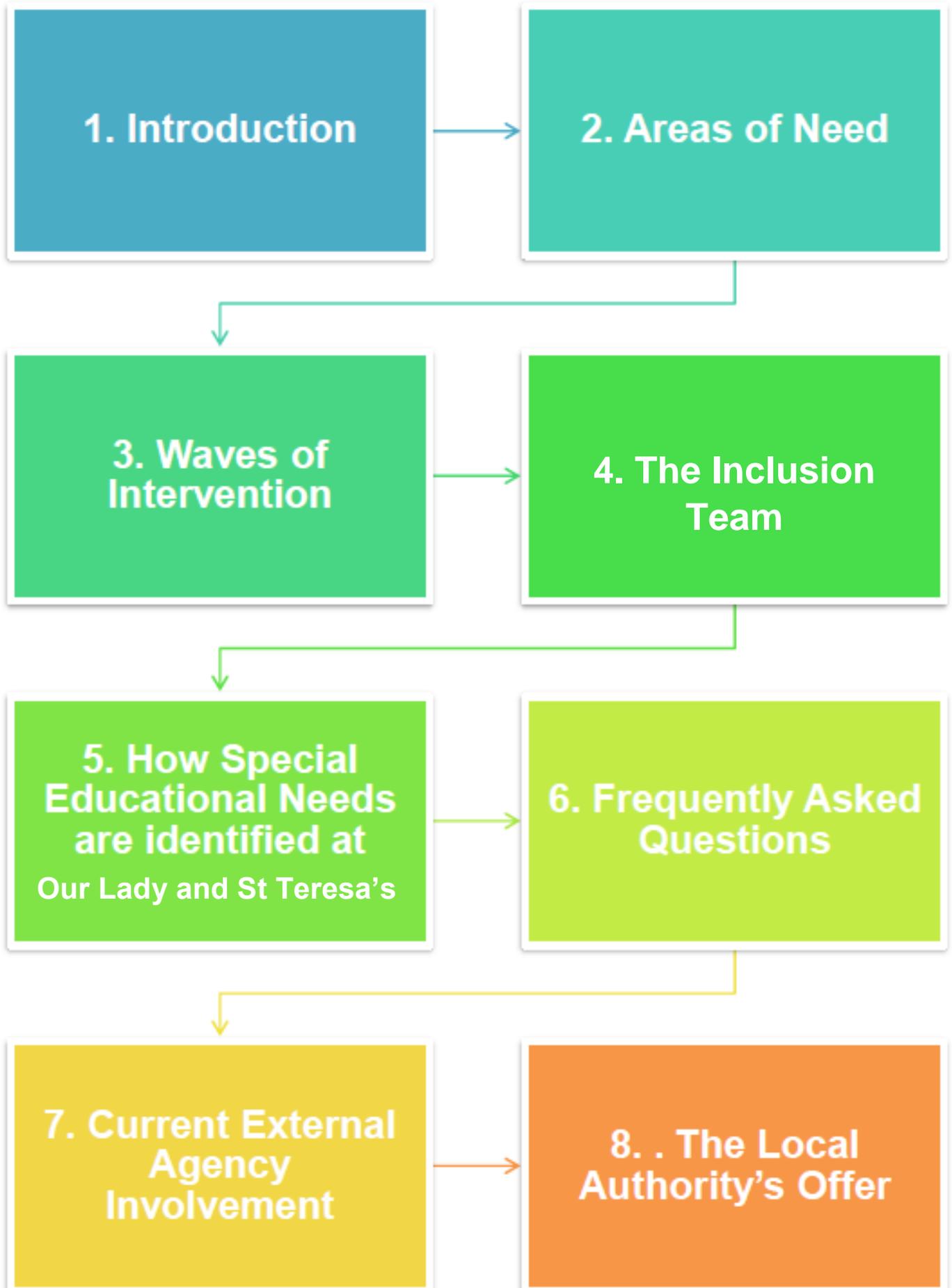
SEND

Information Report
March 2018

Aspire, Achieve, Learn and Love
as one family in Christ



Information Report for Special Educational Needs and Disability (SEND)



1. Introduction

At Our Lady and St Teresa's Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements provided as part of high quality, personalised teaching.

It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our school has a SENCo (Special Educational Needs Coordinator), who is responsible for the management of provision and/or support for identified pupils with SEND. The SENCo also supports teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND. She also oversees the wider inclusion context for different groups in the school.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

2. Areas of Needs

The 'Code of Practice' (July 2014) states that there are four main areas which denote Special Educational Needs.

These areas and their meanings are as follows:

<p>Communication and Interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
<p>Cognition and Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.</p>
<p>Social, Emotional, and Mental Health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have conditions such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.</p>
<p>Sensory and/or Physical</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

3. Waves of Intervention

The school provides a graduated response to each child dependent on the level of need. These are often referred to as 'Waves' of intervention.

What the school provides at each wave of intervention:

Wave 1: Quality first teaching through differentiation

Wave 2: Small group/1-1 support for pupils achieving below age expected levels

Wave 3: Focused programmes for pupils who need an individualised approach



Work is set by class teachers at a suitable level for all children within their class, based on a detailed knowledge of pupils' current understanding and their next steps, across a broad and stimulating curriculum. A variety of teaching methods are used to support children's preferred learning styles and pupil views are taken into account in planning exciting activities. Children may be supported/extended in learning by a range of resources and equipment, including angled writing boards, apparatus, learning mats and ICT. Classroom environment, including displays and seating, are planned to help children learn effectively.

Additional adults within the class plan with the teacher to support and challenge the children they work with, across the ability range.

Interventions are planned jointly by teachers/the SENCo and teaching assistants. They may include:

- Daily/Frequent Reading
- Read Write Inc (smaller group)
- Preview/Review Group to pre-teach vocabulary or concepts
- Mental maths/spelling/writing support

A more individualised type of support may include:

- work with an external agency (see section 11) to support learning, social skills or emotional well-being
- 1-1/paired work with a teaching assistant, specialist teacher or the SENCo, which may focus on a child's individual targets to include:
 - Precision Teaching targeting specific literacy/numeracy difficulties
 - Speech and Language activities
 - Numeracy programmes Plus 1 Power 2
- Reading Inference Programme

4. The Inclusion Team

The school's **SENCo** is:

Edna Ridges

ridges.e@welearn365.com



“As the SENCo, I work closely with parents, school staff, colleagues throughout the cluster and the outside agencies who support our children. I have the responsibility for coordinating the provision made for children with Special Educational Needs and Disabilities. I plan with staff to help children make progress and monitor the impact of the support we offer. Structured conversations take place regularly but if parents have any questions, they can also make an appointment to speak to me between these meetings. As a class teacher for many years, I have experience across a number of age groups. The school has shown its commitment to supporting its SEND children by giving me time out of the classroom to make sure that we offer provision of the highest quality for them.”

Support is available to families through:

- Giving advice on issues related to Special Educational Needs and Disability
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Referrals being made to a range of other professionals such as the Educational Psychologist, the Occupational Therapist, etc.

The school **Learning Mentor** is

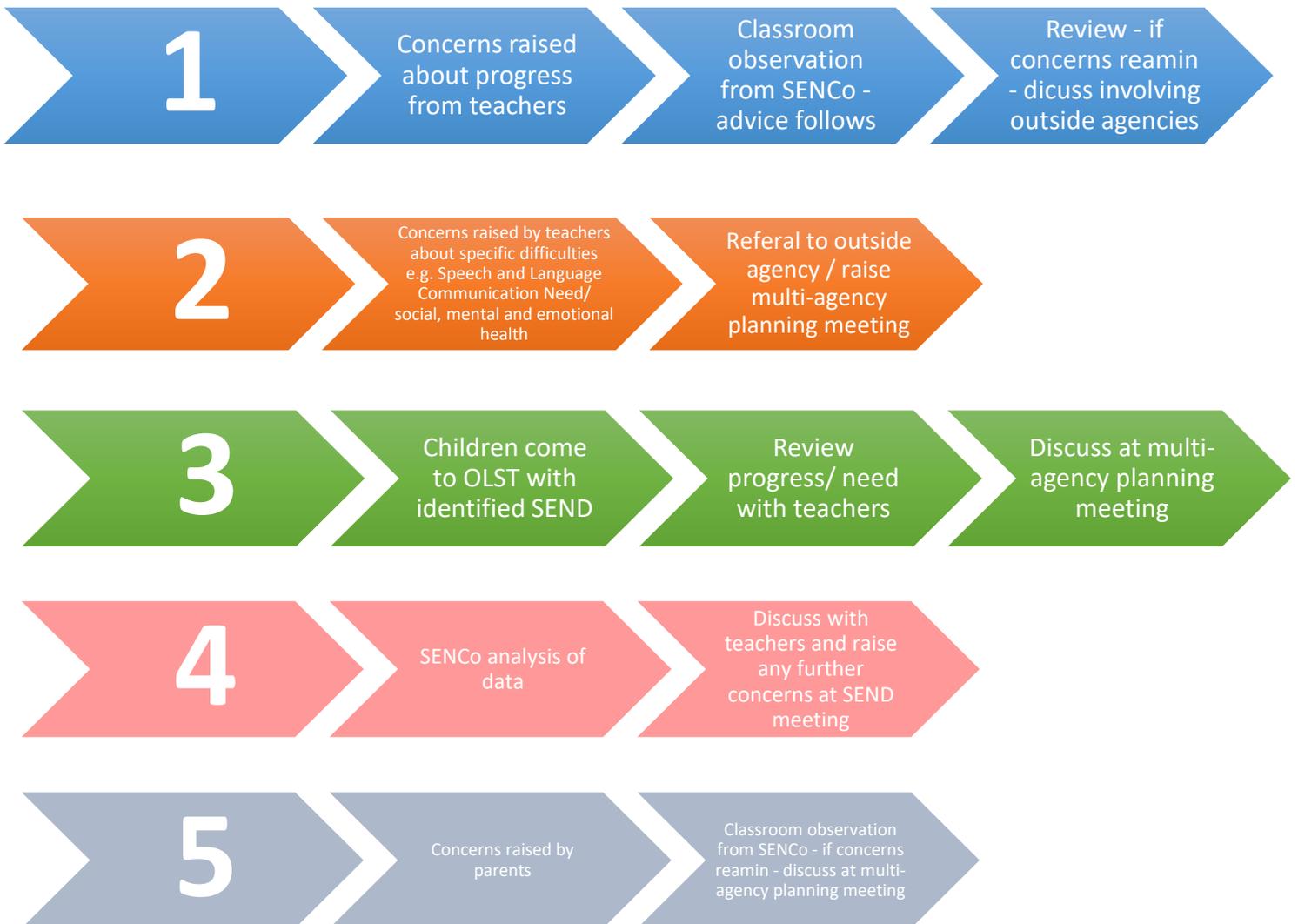
Jacqui Troup

troup.j2@welearn365.com



The Learning Mentor provides support and guidance to children and young people to help them overcome social, emotional and behavioural problems which act as barriers to learning. Her role also ensures inclusion across the school by having a focus on attendance, welfare, supporting personal, social and health programmes.

5. How Special Educational Needs are identified at Our Lady and St Teresa's



6. Frequently Asked Question

How does the school evaluate its provision for SEND?

Provision for children with SEND is set out on a termly basis and reviewed in the same way as provision for all children in the school. We review progress and plan provision based on the level of need.

How does the school assess and review progress for children with SEND?

Progress meetings are held termly during which targets are set and the progress of children with identified SEND is analysed. In addition to this, inclusion staff keep ongoing records for identified individuals.

The school has an open door policy and the SENCo is available to discuss any concerns that parents may have. Class teachers are available by appointment to discuss progress, concerns or for advice on how to support children at home.

What is the schools approach to teaching children with SEND?

First and foremost, at Our Lady and St Teresa's an emphasis is placed on quality first teaching which is adapted to support the needs of all children within the classroom. All staff receive training around appropriate differentiation and it is through this approach that we aim to meet the majority of needs. There may be times when whole class teaching does not best meet the needs of specific children and in this case, the school makes alternative provision through small group teaching. Placement of children in to small group teaching is at the discretion of the school and will be allocated based on level of need and availability of resources.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

What additional support for learning is available to pupils with special educational needs?

The school provides various academic, social and emotional interventions using trained staff in school or external agencies. Children are allocated specific intervention based on data reviewed in termly progress meetings at the discretion of the Head and SENCo in collaboration with the class teacher, parents and children.

What provision does the school make for children with identified medical needs?

Where children have identified medical needs, they will have a specific care plan produced in collaboration with the parent, child, school nurse or identified medical practitioner.

What activities are available for pupils with special educational needs or disabilities in addition to the curriculum?

Every activity that is offered at whole school level will be available to children with SEND. Additional support may be required from either school staff, staff from external agencies or parents in order for specific children to access an activity safely or successfully. As a school we endeavour to ensure that all aspects are accessible for all. See our Accessibility Policy for further guidance.

A variety of groups are facilitated during unstructured times of the day, for example break time and lunchtime, for children to access. Placement in these groups may be by direction of the Inclusion team or at the request of the child. All placements are finalised by, and at the discretion of the Head and the Inclusion team.

What support is available for improving the emotional and social development of pupils with special educational needs and disabilities?

Our Lady and St Teresa's works very closely with a range of external agencies (see list in section 7) to provide extensive social and emotional support where needed and employs a Learning Mentor to work directly with vulnerable children. Meetings are regularly held with parents of children with a high level of need and we endeavour to support the family where appropriate as well as the individual child. Children have the opportunity to share wellbeing concerns through surveys and through the Learning Mentor.

How does the school train its staff to support children with expertise?

The school provides continuous training dependent on staff need. Where specific training needs are identified, external expertise may be sought. Our staff uses the services of the SALT (Speech and Language Therapy), Vulnerable Learners –Specialist Teaching Service, EPS (Educational Psychology Service) to support staff development.

Within the school there are staff members trained in supporting emotional/mental well-being, speech and language therapy, Team Teach, Precision Teaching and Reading Inference.

How does the school involve parents of children with SEND?

On a termly basis the school will offer all parents of children with SEND an opportunity to discuss their child's needs. In addition to this, parents of children with Education, Health and Care Plans (EHCP's) will be invited to a formal annual review of the plan and provision put in place based on objectives held within. In the short term, parents are welcome to request an appointment with any member of the inclusion team. Furthermore, parents may be invited to more regular meetings to discuss provision. There is also a termly Inclusion Coffee Morning held for parents and guest speakers are invited, tailored to meet our individual needs and support.

How does the school involve children with SEND in decisions made about their provision?

Where formal plans are in place, children's views are sought at all reviews. Children's targets are reviewed in class with their class teacher. In addition to this, the Learning Mentor is available to discuss any wellbeing issues which may arise.

When does the school consider Statutory Assessment?

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place Statutory Assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. Parents may also make a request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. The whole process is defined by a specific timescale and statutory procedures. If the Provision Panel agrees to the need for an Educational Health Care Plan, the Local Authority will lead on the process. School will prepare necessary documents as requested.

EHC Plans are subject to annual review which include child and parental views in regards to progress and support.

What are the complaints arrangements for parents of children with SEND?

The school has a separate complaints policy which is available on the website or upon request from the school office.

How does the school make provision for those children with SEND transferring to secondary school or other settings?

Transition plans will be constructed and implemented for children with an Educational Health and Care Plan at the minimum of Key Stage transition. Staff from the destination school attend the annual review. For other children with SEND, transition will be managed on a needs basis. When children are preparing to go on to secondary school, we work closely with our receiving school to put plans in place for all vulnerable children, including additional visits to the setting and extra curriculum activities throughout Upper Key Stage 2. Our school counsellor is also available to support with transition.

When children leave to attend other settings, the SENCo is responsible for passing records on to the receiving school to ensure that best provision is made for the child in their new setting.

Who can I go to if I need support or if I have any concerns?

If a parent has concerns around their child's academic progress, then their first point of contact should be the child's class teacher. If their concerns are more specifically centred around SEND then their first point of contact should be the school's SENCo, Edna Ridges.

Concerns around emotional wellbeing or behaviour can be discussed with the class teacher, Learning Mentor, SENCo or a member of the Senior Leadership Team.

7. Current External Agency Involvement

CAMHS

Child and Adolescent Mental Health Service

Referrals for investigation of autism, ADHD and similar issues.

Advising on emotional/mental health issues

SALT

Speech and Language Therapy Service (NHS)

Offering assessment and therapy for speech, language and communication needs

EPS

Educational Psychology Service

Carrying out assessments with children and giving advice

Meeting with parents and SENCo to set and review targets

Offering staff training

Advising on specific difficulties such as dyslexia or autism

Vulnerable Learners Specialist Teaching Service

- Offering strategic SENCo support
- Support to raise standards and improve outcomes for pupils with SEND

Children's Occupational and Physiotherapy Service

Carrying out assessment and offering advice to school and home around balance, posture and fine and gross motor skills

COMPASS

School Health Team

Advising School/ Home on health and well-being issues

FIS

Family Information Service

Free information and signposting service for families supporting related topics e.g. childcare, finance, housing, health, separation and divorce

EMTAS/GRT

A service offering advice and resources to support Newly-Arrived Children and children with English as an Additional Language

COUNSELLING

Snowford Grange

Supporting children and adults with their emotional well-being

8. The Local Authority's Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Warwickshire that have an EHC Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by private, voluntary and community sectors.

Warwickshire Local Authority's Local Offer of provision for children with additional needs can be found at:

<http://www.warwickshire.gov.uk/send>

You can also contact the **SEND Information and Advice Service** for more information and support. Further details can be found at:

<https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>