

St Chad's Primary School

Special Educational Needs and Disability (SEND) Information Report for Parents 2016

Main contacts:

Miss M. Steele SENDCo – 01782 567750

Miss S. Hollins SENDCo – 01782 567750

Email: office@st-chads-newcastle.staffs.sch.uk

Mr D. Humphries SEND Governor – via School Office (as above)

St Chad's Primary School, supported by Staffordshire Local Authority, strives to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their personal learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve.

As part of the new Code of Practice every school is legally required to provide parents/carers with a Special Needs and Disability Information Report which will be reviewed annually. In addition every local authority must also provide a 'Local Offer' outlining the services it will provide for children and young people with special educational needs and disabilities. Staffordshire LA's Local Offer can be found at; www.staffordshirecares.info – click on the 'My disability' tab and then the 'Special Educational Needs and Disability' link, the Local Offer can be found on the list on the left hand side of the page along with other information relating to children in Staffordshire with SEND.

Special Educational Needs and Disability:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools."

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will also be covered by the SEND definition." *Special Educational Needs Code of Practice September 2014*

Roles and Responsibilities of the Special Educational Needs and Disability Co-ordinator (SENDCo)

The SENDCo is responsible for the operation of the Special Educational Needs and Disability Policy/SEND Information report and co-ordination of provision made to support individual children with SEND. The SENDCo liaises with staff to monitor the pupil's progress and plan further interventions and support when progress is slower than expected. The SENDCo regularly has contact with a range of outside agencies that are able to give more specialised advice and support.

Aims of the SEND Information report at St Chad's:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and Interaction
 2. Cognition and Learning
 3. Social, Mental and Emotional Health
 4. Sensory/Physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to have full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperation and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

There now follows some questions and responses which form the basis of our SEND provision at St Chad's – if you cannot find the answer to your question/concern here please contact the SENDCo, Miss Steele or Miss Hollins via the School Office on 01782 567750.

SEND Information Report – Questions and Responses

How does the school know if children need extra help?

We know that pupils need extra help if:

- ❖ Concerns are raised by parents/carers, teachers (including from a child's previous school), other school staff or the child.
- ❖ Assessment and tracking procedures indicate a lack of progress.
- ❖ Observations by those in school (teachers, support staff, the leadership team) indicate a child has a need in one of the four areas. (Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health; Sensory/Physical.)

What should I do if I think my child may have special educational needs?

- ❖ The class teacher is the initial point of contact for responding to parental concerns.
- ❖ Information communicated with the class teacher may then result in a referral to one of the school SENDCos, Miss Steele or Miss Hollins, who can also be contacted through the main school office.
- ❖ All parent's concerns and views will be listened to and taken into consideration while dealing with SEND issues.

How will I know how the school supports my child?

- ❖ All pupils will be provided with quality first teaching that is differentiated to meet the needs of all learners.
- ❖ The quality of teaching is monitored through processes including: classroom observations (senior leadership team, SENDCo and external verifiers), on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback.)
- ❖ Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.
- ❖ All pupils have curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings. Parents of children on the SEND register will have a consultation meeting with their child's class teacher and the SENDCo once a term (3 times a year). Pupils' attainment and progress towards these targets are tracked using the whole school and SEND tracking system.
- ❖ Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly data meetings that are undertaken between the class teacher(s) and members of the senior leadership team.

- ❖ Assessments are made in a number of ways including via testing, through marking in books or by classroom participation or observation.
- ❖ Individual assessments of the pupil will can be under taken in order to make an accurate assessment of their individual needs.
- ❖ Some children will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant, the interventions will be reviewed regularly (at least termly) to ascertain the effectiveness of the provision and to inform future planning.
- ❖ Where there are still concerns regarding rates of progress, even after high quality interventions, parent's will be informed that the school considers their child may require SEND support, they will be invited to discussions in order to support the identification of action to improve outcomes.
- ❖ SEND support will be recorded on a Pupil Provision Plan, giving a set of expected outcomes. Progress towards these outcomes will be tracked and reviewed three times a year (usually November, March and July) with the SENDCo, parents, the pupil (where necessary) and their class teacher.
- ❖ If progress rates are still thought to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies, according to pupil need. For example, The Special Educational Needs Support Service, Speech and Language Therapy, the Autism Outreach Team or an Educational Psychologist.
- ❖ For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided – this is the new format of a 'Statement of Special Educational Needs' from the previous code of practice.

How will the curriculum be matched to my child's needs?

- ❖ Where a pupil has been identified as having special educational needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ❖ Teaching Assistants (TA's) may be allocated to work with the pupil 1:1 for an amount of time during the school day, such as in assembly or for part of a lesson or in a small group to target more specific needs.
- ❖ A child's SEND support will be recorded using a Pupil Provision Plan, with targets being set according to individual needs. These will be monitored regularly by the class teacher. The SENDCo and class teacher will meet the parents three times a year to both initiate a Pupil Provision Plan and review the previous one.
- ❖ If appropriate, additional specialist equipment or resources, ICT and/or additional adult support may be provided.

How will I know how my child is doing?

- ❖ You will be invited to discuss your child's progress three times a year with the class teacher and SENDCo, these meetings coincide with parents evenings but you can speak to your class teacher or the SENDCo at any time throughout the year.
- ❖ Your child's class teacher will be available at the end of the school day should you wish to raise a concern. For a more detailed discussion, you are able to request an appointment to see your child's class teacher or the SENDCo by arrangement through the school office.

How will you help me to support my child's learning?

- ❖ An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning.
- ❖ Miss Steele or Miss Hollins, the SENDCos, may meet with you to further discuss how to support your child.
- ❖ If external agencies are involved, they may suggest further strategies and resources to help your child.
- ❖ A number of parent workshops are organised over the school year, these are advertised in the school newsletter and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- ❖ Character Education sessions which aim to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- ❖ Parent and pupil voice mechanisms are in place (e.g. school council, parent forum) where children and their parents or carers can raise concerns or put forward suggestions of how to improve outcomes/facilities for all pupils.
- ❖ The offer of varied opportunities for after school clubs, run by teachers, TA's and external agencies. Information regarding after school clubs is published in the school newsletter.
- ❖ Small group interventions to support pupils' well-being are delivered to targeted pupils and groups.

Pupils with medical needs:

- ❖ Pupils with complex medical needs will be provided with a Health Care Plan, this is compiled with the school nurse team in partnership with parents and school staff.
- ❖ A central record of pupils' Health Care plans is kept in the staff room, to which all staff have access to.
- ❖ Individual copies of Health Care Plans are signed by and copies given to relevant staff, e.g. Class Teacher, TA, Lunchtime Supervisors and School Cook.
- ❖ Some staff receive epi-pen training or diabetic care training as appropriate to pupils in their care; this is delivered by the school nurse team.
- ❖ Where necessary and in agreement with parents/carers medicines can be administered in school, where a signed medical form is in place to ensure the safety of both child and staff member.
- ❖ A selection of staff hold qualifications in paediatric first aid.

Should you require further information regarding medicines, please look at our 'Administering Medicines' Policy' or ask for an appointment to see Mrs McLawrence who is responsible for the medical needs of our pupils.

What training does the staff supporting children with SEND undertake?

Different members of staff can receive LA provided training related to SEND where necessary e.g. If a pupil has a specific need including:

- ❖ How to support children with dyslexia.
- ❖ How to support pupils on the autistic spectrum.
- ❖ How to support pupils with speech, language and communication needs.
- ❖ How to support pupils with physical and coordination needs.
- ❖ How to support pupils in accelerating progress in basic skills (Reading, Writing, Spelling, Number)
- ❖ How to support pupils with behavioural difficulties.
- ❖ The SENDCo attends termly SEND update meetings held by the LA/Entrust.
- ❖ The school has regular visits from the SENSS team specialist teacher, Ms Emma Buckley-Bridgett, who can provide advice to the SENDCo and other staff to support the success and progress of individual pupils. Ms Buckley-Bridgett can also deliver staff meetings to all staff where necessary.
- ❖ Other external agencies e.g. the Autism Outreach Team/Educational Psychologist can also give support and advice to class teachers/TA's where appropriate.
- ❖ The Governor with responsibility for SEND, Mr Dave Humphries has completed SEND Governor training.

How will my child be included in activities outside the classroom including school trips?

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities.
- ❖ However, if it is deemed that an intensive level of 1:1 support is required a parent/carer/volunteer may be asked to accompany the child during the activity.

How accessible is the school environment for disabled pupils/parents/carers?

- ❖ Ramps into school to make all buildings accessible to all/Wide doors into the hall to accommodate wheelchairs.
- ❖ Fluorescent lines painted on steps to assist those with sight impairments.
- ❖ Accessible toilets.
- ❖ Disabled bay marked on the school car park.
- ❖ Large print newsletter/copy of policies etc. available on the school website or by calling into the office to have a copy enlarged.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:

- ❖ Discussions between the previous or receiving setting prior to the pupil joining/leaving.
- ❖ Attendance at transition sessions where pupils spend some time at the new school.
- ❖ Additional visits are arranged for vulnerable pupils or those with a high level of need.
- ❖ Staff are always willing to meet with parents prior to their child joining the school; this may be the class teacher, SENDCo or a member of the Leadership Team.
- ❖ For pupils transferring to local high schools, SENDCo and/or key staff (e.g. Y6 teachers) will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- ❖ Where a pupil may have more specialised needs a separate meeting may be arranged with the SENDCo, outside agency representatives, parents/carers and where appropriate the pupil.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school provide for their education, (the Age Weighted Pupil Unit); The Notional SEND budget and Pupil Premium funding for pupils whose meet certain criteria. In addition, for those pupils with the most serious and complex needs, the school may apply for and be allocated Additional Educational Needs funding. This funding is then used to provide the facilities to support pupils with special educational needs and disabilities through:

- ❖ In-class support from teaching assistants.
- ❖ Small group support from teaching assistants e.g. Literacy and Numeracy support.

- ❖ Specialist support from TA's e.g. 1:1 work on Toe-by-Toe or Power of 2 Maths intervention.
- ❖ Bought in support from external agencies e.g. extra Educational Psychologist time.
- ❖ Training relating to SEND for school staff.
- ❖ Provision of specialist resources to support the child in class.

How is the decision made about how much support my child will receive?

- ❖ For pupils with SEND but without a Statement/Education Health Care Plan, the decision regarding the support required will be taken jointly between the SENDCo and Leadership Team. This is reviewed termly, with decisions being based upon tracking of pupil progress and as a result of assessments made, including by outside agencies.
- ❖ For pupils with a Statement of Educational Needs/Education Health Care Plan, this decision will be reached when the plan is being produced or through the annual review.

How will I be involved in discussions about planning for my child's education?

This will take place through:

- ❖ Discussions with the class teacher, SENDCo or Leadership Team.
- ❖ During discussions with the SENDCo and other professionals.
- ❖ During parental consultations.
- ❖ Parents are encouraged to comment on their child's Pupil Provision Plan on a termly basis.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs please contact:

- ❖ In the first instance, your child's class teacher – please phone for an appointment or speak to them after school.
- ❖ The SENDCo, Miss M. Steele/Miss Hollins
- ❖ The Head teacher, Miss S. Clarke
- ❖ School Nurse – Sue Goodwin based at The Dudson Centre – Tel: 07563 163602
- ❖ Local Support Team/Education Welfare Officer based in Newcastle – Tel: 01782 296290
- ❖ For complaints, see the complaints procedure on the school website, or contact the School Governor with responsibility for SEND, Mr Dave Humphries.

Support Services for parents of pupils with SEND include:

- ❖ Parent Partnership

<http://staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours.

Alternatively email on spps@staffordshire.gov.uk

- ❖ Parents in the Know – newsletters

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

We hope the above points have answered any queries you may have but do not hesitate to contact the school if you have further questions.

M. Steele and S. Hollins

SENDCo

Appendix -

There are many SEND terms that are abbreviated which can be confusing. Below is a glossary of the most used terms:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
AOT	Autism Outreach Team
ASD	Autism Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HIS	Hearing Impairment Service
IEP	Individual Education Plan
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapy
SpLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SENSS	Special Educational Needs Support Service
VI	Visual Impairment