

Love Learn & Grow Together



Special Educational Needs Information Report

Approved

Chair of Governors

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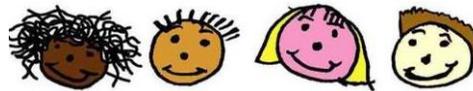
St Teresa of Lisieux Catholic Primary School Special Educational Needs Information Report



How we support children with special educational needs or disabilities.

Our vision

To create a safe, happy, exciting and challenging environment in which every child and adult is encouraged and enabled to reach their full potential.



There for each and every one of us.

We are a Primary School and we admit pupils from age 3 to 11. We are an inclusive school with children of many abilities. We have a nurturing ethos throughout the school and have a strong pastoral team with one Learning Mentor & 5 TAs who's roles included pastoral support to assist our children to overcome barriers to learning.



Our Ofsted rating is 'is GOOD', The full report can be downloaded from Ofsted's website.

How does your school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance contact your child's class teacher to discuss your concerns, if you still have concerns you can contact our SENCO Amanda Philip or Assistant SENCO Elaine Whitehead.

Who will explain my child's needs and progress to me?

- The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- The Pastoral Support team are available to discuss support for pupils' whose needs are social, emotional or behavioural.

Maureen Ungi Assistant Head Pastoral – behavior concerns

Dave Seddon Assistant Head Pupil Premium

Amanda Philip SENCO – cognition and health concerns eg. ASD, ADHD

Andy Murphy /Learning Mentor – attendance concerns

How will school support my child?

- Our SENCO and Assistant Head for Interventions oversee all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The school will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.

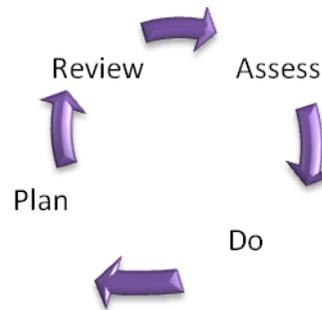
There may be a teaching assistant working with your child either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts.

Some of the staff in school specialise in a specific area. These staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.



High quality-first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst 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. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

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. (**Reference:** Teaching & Learning Policy *Jan 2015*)

Assess: *All children are assessed every half term by class teacher, intervention staff and Senior Leadership Team*

Plan: *Children who are not making satisfactory progress may have one of the following : an in class plan or small group provision or targeted individual plan*

Do: *Class teacher, Intervention Teacher, Teaching Assistants*

Review: *Monitored by SENCO and Senior Leadership Team*

For children who have more complex needs and require external professional advice or provision, parents will have more regular meetings with SENCO and other professionals to agree outcomes. Where appropriate children's views are also taken into account.



SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Referral to Speech and Language service where appropriate - a Teaching Assistant delivers short programmes in school as directed by the Speech & Language Therapist.

School is receiving support via the Alt valley 2 Consortium

2. Cognition and learning

Early Years referral to SENISS

Dyslexia assessments

3. Social, emotional and mental health

Referral to Pastoral Support

For more complex cases we may refer to Seedlings (YPAS) or CAMHS

Sensory and/or physical needs

Referral to Sensory Team

Referral to Occupational Therapy/Physiotherapy

Referral to School Nurse

Referral to Community Paediatrician

(Reference: SEN Policy September 2018)

As of November 2018, we have 84 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need.

These include learning walks, lesson observations, work scrutiny, pupil progress meetings, pupil interviews and data analysis. These are conducted jointly by the Head teacher, Deputies, Assistant Heads, SENCO, Phase Leaders and Subject Leaders

Partnership with children and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parent Consultation	Class teachers	3 x per year
Curriculum Meetings	Phase & Subject Leaders	Once a fortnight
Reviews/EHAT meetings	SENCO	As required

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
AP	SEND	B.Ed Hons post grad certificate ED SEND
EW	SEND	B.Ed Hons post grad certificate ED SEND

This year, we have put in additional training into 5 day Therapeutic room courses, Diabetes training, Manual Handling, CAMHS preventing anxiety. Our SENCOs attend the School Improvement SEN Briefing in March and November and attend the local Consortia SENCO forums and training run by the Alt Valley 2 Consortia.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three or four different levels of work set for the class, however on occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.

We have an immersive space room called the "WOW" room which, in addition to curriculum use, is used for therapeutic and calming sessions.

We are developing a Therapeutic room and we have an outdoor learning area.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.



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

The class teacher and the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- By reviewing children's targets termly and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the pupil passport will be given to the parent.
- The child is making progress academically against national/age expected levels or individual targets, discussed at Progress Meetings attended by Class Teachers, the SENCO and the Senior Leadership Team.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.



What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at parents' meetings.
- You are also welcome to make an appointment at any time to meet with either the class teacher or the SENCO and discuss how your child is getting on.



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

- The class teacher or the SENCO can offer advice and practical ways that you can help your child at home.
- In some cases the class teacher may suggest a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the Special Needs Register there will be a pupil passport which will have individual targets or strategies to support your child. This will be discussed with you on a termly basis. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- Some children with additional needs will be supported by an EHAT (Early Health Assessment Tool).
- If your child has complex special educational needs or a disability they may have an Education Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.



- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- There are a variety of clubs including homework club and lunch time clubs to support any pupils who have been unable to complete their home learning.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including NFER tests, some standardised tests, as appropriate.
- There are statutory tests in years 2&6
- Some children progress will be assessed using PIVATs
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?



We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

As a nurturing school, all our vulnerable pupils are known to staff.

- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- Every child is able to access breakfast club in school to help children socialise, develop life skills and independence. It also helps children start the day in a positive way.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Family Support Service.

EYFS have their own outdoor learning space.



How does the school manage the administration of medicines and personal care?

- We follow the local authority policy regarding the administration and management of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- Identified school staff administer medicines. If a child requires medication in school, it must be prescribed by a physician. For long term needs this will be managed through an individual care plan written by the SENCO in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour for Learning Policy.
- We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by our Learning Mentor. Lateness and absence are recorded and reported. We ask parents to phone school to give a reason for a child's absence.
- A home visit may be made if school is not informed of the reason for an absence.
- Poor attendance is to the Attendance Lead and the school Educational Welfare officer (EWO).



Good class attendance is rewarded through a special mention in weekly achievement assemblies. Every half term, the class with the best attendance in Key Stage 1 and Key Stage 2 rewards are given.

- If a child is at risk of exclusion a meeting is held with parents to identify areas of support. This is managed by our assistant head.
- Should any serious behaviour incidents we will inform parents and a meeting to inform a plan of action will be arranged.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. Children can contribute their views through:
 - School council
 - Pupil questionnaire
 - Pupil voice interviews with SLT, Phase leaders or SENCo



What training have the staff supporting children with special educational needs, had or are currently having?

- All of our teaching assistants have had training in delivering Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programmes.
- We are a Reading Recovery accredited school with two trained teachers.
- We have three teachers who are trained in Numbers Counts and Phonics Counts interventions.
- We have five Teaching Assistants who have received training in First Class in Number, Success in Arithmetic and Catch Up.
- All of our teaching assistants have had training in delivering the Numicom programmes.
- We have a number of staff who have had training in delivering Speech & Language programmes planned by a Speech & Language Therapist.
- Our SENCO has received training in the Sound Start programme.
- Our SENCO & Assistant SENCo have a post graduate certificate in SEND
- All our staff have received basic first training with Key staff completing 3day pediatric First Aid Training.
- Two of our staff have received training on Anaphylactic reactions
- A number of our staff have training in supporting a pupil with diabetes



How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.



How accessible is the school environment?

- The ground floor of the main school building and all classroom floors are wheelchair accessible.
- The school has a lift between the ground and first floor classrooms.
- The downstairs dining room is accessible to wheelchairs.
- There are 3 disabled toilets, which are large enough to accommodate changing and personal hygiene care.
- We use adaptive technology where appropriate to support children's development.

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

- We encourage all new children to visit the school prior to starting with us.
- We participate in EHAT meetings
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange transition visits for them.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents involved in school life?

- We have 'Curriculum Meetings' during which parents are invited to offer their comments and opinions.
- Parents are also welcome to help out as volunteers, for example, listening to readers.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.
- Parents are informed of special events via the website, school app news letter and text messaging

How are the Governors involved and what are their responsibilities?

- The SENCO reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors, Norah Hartless, is responsible for special educational needs and safeguarding and meets regularly with the SENCO. Issues regarding SEN and Safeguarding are regularly reported by the Headteacher to keep Governors informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.



Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO.
- Look at our Special Educational Needs policy on our website.

Who should I contact if I am considering whether my child should join the school?

- Contact School Business Manager Mrs Carol McMullen, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability she will arrange an appointment with the SENCO and head teacher to discuss how the school could meet the needs of your child.