



**St Edward's Catholic School**

**SEND Information Report**

**2018-2019**

Changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support. This will be known as additional needs.

St Edwards Primary School is well placed to adopt these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education.

At St Edwards' we strive 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 learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

What is SEND?

SEND is Special Educational Needs or Disability. A child may have a physical barrier to learning, such as visual impairment, or a diagnosed condition, such as Autistic Spectrum Disorder, which requires additional or different support. However many children with a special educational need just require additional or different support from the main provision already given in the classroom. For example, having tried a range of approaches in the classroom, a child may still have difficulty within an area of education. They may be significantly behind the expectations of their year group or struggling to maintain learning at an acceptable level due to behavioural issues and the school is only able to help them progress through extra support.

### **If my child has SEND who will be involved?**

#### **CLASS TEACHER:**

Before any SEND are identified your child's class teacher will first make sure your child's learning is suited to them and will adapt the type of task, the way learning is approached, or the way they help motivate your child before seeing the SENDCO (see below) about the need for anything additional or different. Once SEND has been identified, they will ask you to work alongside them in the setting of targets for an intervention. They will use any strategies, equipment or approaches identified as helpful to your child's progress and liaise with Teaching Assistants about the progress of your child in class and with any intervention work they are doing with them. Your child's views will also be sort within this process.

### **SENDCO and SENDCO assistant.**

The Special Educational Needs or Disability Coordinator (SENDCO) will help the class teacher in identifying children with SEND and consider what else can be tried within the classroom. Once children are identified, they then liaise with school staff and help with setting appropriate targets and choosing suitable interventions to help your child make progress. They may assess your child to help them do this and seek their view. They also coordinate the intervention from outside agencies such as Educational Psychology or a Child's Therapist such as a Speech and Language Therapist. The SENDCO or SENDCO assistant will contact you regarding outside agency involvement and may contact you regarding the outcome of assessments, or your child's needs or progress.

### **Teaching Assistants**

The Teaching Assistants support your child's learning in class, either by directly working with them, or by working with others in the class to allow the class teacher to work directly with your child. They also take children for small group or one to one intervention work, designed to help your child make greater progress.

### **HEADTEACHER**

The Headteacher is responsible for leadership and management for all aspects of the school.

### **St Edwards Catholic Primary School Local Offer**

St Edwards is a mainstream primary school, catering for children from ages 4 to 11. We provide schooling for any pupil for whom main stream education is suitable. We are an inclusive school and provide equal opportunities for all. We celebrate the uniqueness of each individual and all children are encouraged to learn independently and co-operatively.

### **How does the school know if children need extra help?**

Class Teachers continually monitor your child's progress within lessons and from their marking. If your child is not making progress within lessons, their class teacher will have adapted the provision made for them. This is part of normal classroom practice. If this provision has not helped your child make adequate progress then they will be discussed with the SENDCO as to whether they have a special educational need which requires further intervention or outside agency assessment.

The SENDCO and senior management team also review progress on school tracking data termly, when every child's progress is formally reviewed in reading, writing, numeracy and science. This helps keep track of your child's progress. If your child is having emotional or behavioural difficulties, the frequency and nature of these may be tracked over some time to try and identify patterns and triggers behind them.

### **How do the school let me know if my child has SEND and how will I know how to support my child's learning?**

If your child has been identified with a Special Educational Need or Disability and is receiving a one to one intervention, the Class teacher, SENDCO and SENDCO assistant will track their learning to see if they are closing the gap between their present attainment and the majority of their peers. Where the concern is behavioural or anxiety based, we would want to see evidence that the frequency of difficulty is lessening and the child is becoming more confident and/or relaxed and able to learn.

If your child has been identified as having a Special Educational Need or Disability they will participate in an intervention which will outline measurable targets being worked towards, how everyone will know when the targets have been met and what provision is being undertaken to meet them. Initially these targets to be met will be discussed with you and your child first. The intervention will also be reviewed and further interventions will be discussed with your child. Your child's class teacher is available to discuss your child's progress with you at any time to share information about what is working well at home and school so that similar strategies can be used.

### **How will school staff support my child?**

In the first instance your child's class teacher gives excellent targeted classroom teaching.

Your child's class teacher will:

- have high expectations for your child and all pupils in their class;
- base their teaching on building on what your child already knows, can do and can understand;
- adapt their teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning;
- have carefully checked on your child's progress and decided if your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress;
- have specific strategies in place to support your child to learn.
- use additional or different strategies for motivation and management of your child's behaviour (if appropriate).
- Interventions that take place with your child will be discussed with them. This involves your child explaining how they like learning, what they feel they need more support in and after any intervention the progress will be discussed with them positively.

The SENDCO will:

- ensure your child receives a consistent, high quality response to meeting their needs in school;

- liaise with other people who may come into school to support your child's learning, such as an Educational Psychologist or Therapist such as a Speech and Language Therapist;
- ensure that you are involved in your child's learning, kept informed about the support being received and involved in reviewing their progress;
- recommend interventions to match your child's needs and the subsequent targets;
- make sure there are excellent records of your child's progress and needs;
- provide specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Teaching Assistants in school will:

- support other children's learning in the class allowing your child's class teacher to focus on them;
- support your child's learning by means such as further questioning, modelling the learning and use of practical equipment to aid understanding.
- inform the class teacher (and SENDCO) of your child's progress and further areas requiring support.
- run specific group work which is overseen by the class teacher or SENDCO;
- provide one to one intervention work.
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Your child's Headteacher is responsible for the leadership and management of all aspects of school, which includes the support for children with SEND. Whilst giving responsibility to the SENDCO and class teacher, the Headteacher is still responsible for ensuring your child's needs are met. Part of this is keeping the Governing Body up to date about any issues in the school relating to SEND.

Your child's SEND Governor is responsible for making sure that the necessary support is made for any child who attends the school who has SEND.

Where a child also has emotional or behavioural difficulties, the wider school staff may be informed of strategies and approaches to use with your child, should they encounter them experiencing difficulty. This is so everyone has a consistent approach.

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

The class teacher ensures all children have access to good to outstanding teaching and that the curriculum is adapted to meet your child's needs. After checking on the progress of your child, resources may be adapted and particular aspects of work be targeted. Nearly all children with special educational needs will follow the main curriculum.

In maths and literacy, sometimes a child has an aspect of knowledge and understanding that is significantly behind where the expectation is for their age. Other children may have gaps in their learning which can be a result of either external, or internal barriers to their learning. Where this is the case specific interventions that focus on these needs will be addressed.

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

If your child continues to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, in consultation with you, the agreement about the SEND support that is required to support the child will take place.

If your child has been given an Educational and Health Care Plan (EHCP - previously known as a statement.) expectations of the nature of support and how much support they receive will be stated within it and reviewed annually with school staff, parents, the child and any relevant outside agencies.

From September 2014 SEND will be under a single category

The types of SEND that your child may be registered as having difficulty with from September will be:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Please note that some children's needs are temporary in nature.

### **How is my child consulted on their provision and progress?**

Your child's voice about their needs and provision is important, by asking for their input into any intervention that takes place.

If the class teacher is finding that very limited progress is being made despite the interventions put in place, this will be shared and discussed with you.

At present, St Edward's have a few children with EHCP's, which summarise a child's needs and outline the provision the school and local Authority are expected to provide. If a child with an EHCP has an annual review (or we are trying to obtain an EHCP) your child will be asked to answer questions, rate how they feel about aspects of school on scales (1-5) and have the opportunity to take photographs and write captions for these to show how they are getting on at school. You will also be involved in this process.

With your permission, outside professionals like an Educational Psychologist may also spend time gaining your child's perspective on their learning and school life.

### **What support will there be for my child's overall wellbeing?**

The emotional and social development of all children is as important to St Edward's as academic progress. Unless children are happy, learning does not take place as well as it could. Class Teachers communicate to parents and carers by phoning home and are ready to meet you to discuss children's needs. We have an open door policy. Our school has a

good history of helping children who are struggling with emotional difficulties settle in school and a significant part of this success is working closely with home.

### **How are parents involved in the school? How can I get involved?**

If your child has been identified as having a special educational need or disability you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. In our experience, the closer home and school work together, the better the outcomes are for your child.

If we consider we need to refer your child to a specialist professional, such as an Educational Psychologist, you will be asked to give your permission. All information from professionals will be discussed with you with the person involved directly, or where this is not

Interventions will be reviewed with your involvement throughout the school year.

Where it has been agreed as being useful for you and your child, a home/school contact book may be used to support communication with you.

If you are able to give any of your time to help in school, class teachers will be pleased to match your time and abilities to children's needs. Other ways to become involved in the school are to become a member of the Parent Teachers Association or becoming a School Governor.

### **Who can I contact for further information?**

If you have initial concerns about a child already attending our school, please contact their class teacher in the first instance.

You can contact our SENDCO Mrs Fryer either by phoning the school number or emailing; [admin3503@welearn.com](mailto:admin3503@welearn.com)

You can contact our SENDCO Assistant Mrs Jeffery either by phoning the school number or emailing; [admin3503@welearn.com](mailto:admin3503@welearn.com)

Our SEND Governor is Mrs S Skillen who is responsible for making sure that the necessary support is made for any child who attends the school, can be contacted via the School Office.

If you have seen school staff and are not satisfied, please contact the Headteacher Mrs A Sarjeant.