



St Edward's Catholic Primary & Nursery School

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Chair of Governors: Mr M.Dunne

Head Teacher: Mrs L. Flanagan

Policy Checklist to be inserted with all current Policies and Key Documents TO BE COMPLETED BY REVIEWER

TYPE:	Policy	
TITLE:	SEND information report	
Compiled / reviewed by?	All teaching staff	
Does it relate to any change in legislation?	Yes	
Which (if any) model has been used as a framework?	None	
Have any new recommendations / alterations been incorporated?	Yes	
Review Required? If yes, how long	Annually	
If significant changes, who needs to be notified?	✓ as required	
	Teachers	✓
	Pupils	✓
	Learning Support staff	✓
	Clerical Staff	✓
	Ancillary Staff	
	Governors	✓
	Parents	✓
Other (specify):		

TO BE COMPLETED AFTER REVIEW FOR ATTACHMENT TO FINAL COPY

When ratified by governors (if required)	September 2025
Next Review (if required)	September 2026
Next Governor approval (if required)	September 2026

St Edward's Catholic Primary and Nursery School

SEND Information Report

2024-2025

Our School Mission Statement:

***We carry the light of Christ as we love, live,
learn and look after each other.***

Local Authorities and schools must now publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25.

The LA's 'Local Offer' aims to improve choice and transparency for families and helps parents/carers to understand the range of services and provision in the local area.

The school's SEN Information Report sets out our school policies and provisions around SEND.

Last updated: 9th September 2024

**The Special Educational Needs and Disability Coordinator (SENDCo)
at St Edward's Catholic Primary and Nursery School is:**

Jade Conway

conway.j@welearn365.com

At St Edward's Catholic Primary and Nursery School, we strive to support all children to enable them to achieve and succeed within our setting.

The provision we make for Special Educational Needs and Disabilities within our school reflects the high expectations we have of all our pupils. We ensure that all pupils with SEND receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential.

Which legislation and guidance informs this report?

- This SEND information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

What is SEND?

SEND is **Special Educational Needs or Disability. The Code of Practice (2014)** states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools.

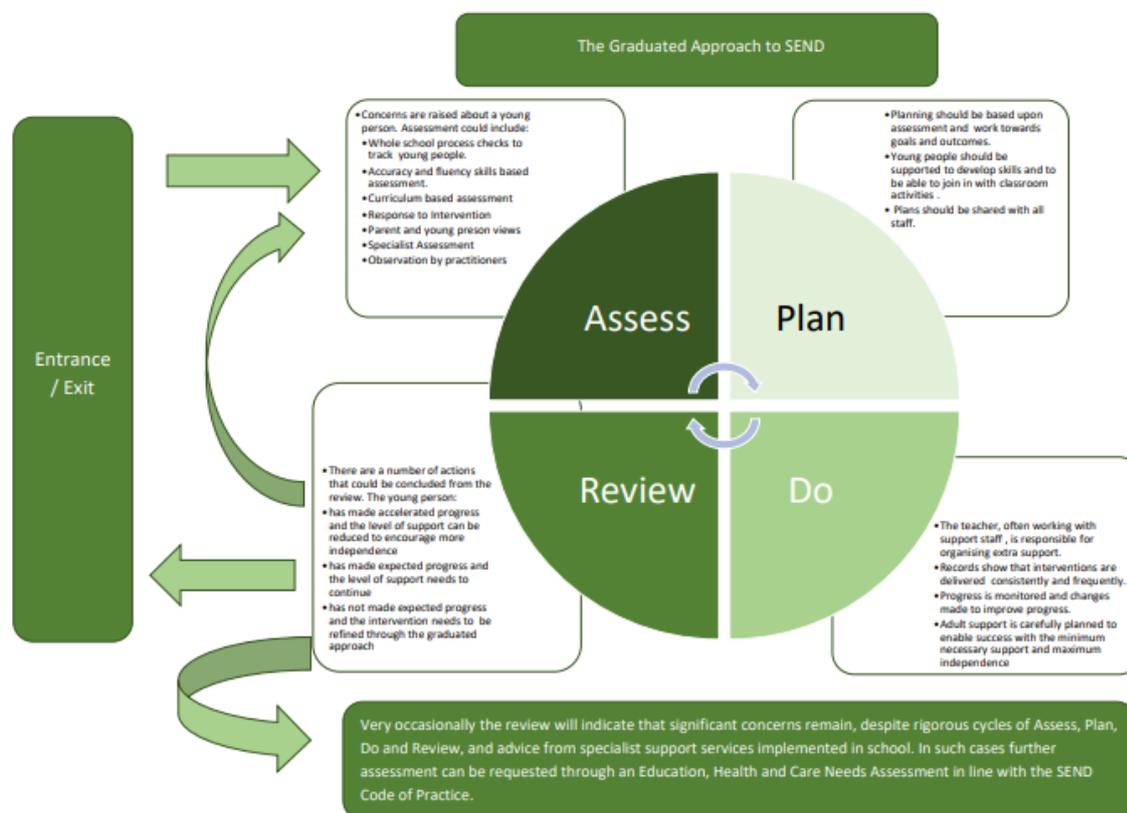
How do we identify pupils with SEN, assess need, and involve pupils and parents?

At St Edward's we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

At St Edward's Catholic Primary and Nursery School we follow a graduated support approach which is called "Assess, Plan, Do, Review". This means that we will:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, we will produce a SEN Learning Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.



Warwickshire County Council Graduated Approach to SEND.

When deciding whether special educational provision is required, the process starts with identifying areas of need and monitoring desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We know and identify children who require extra support when:

- Concerns are raised by parents/carers, teachers or the child’s previous school or setting, or from information from the Local Authority or outside support agency regarding a child’s level of progress or inclusion.
- A pupil asks for help.
- Observations of the pupil indicate that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- Whole school tracking of outcomes indicate a concern about progress or general well-being. Once a child has been identified as requiring more support the next steps are (see *Warwickshire County Council Graduated Approach to SEND.*)

- An early discussion will be held with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty.

The parents' and pupils' views are considered.

Everyone understands the agreed outcomes sought for the child.

Everyone is clear on what the next steps are.

- The year group looks at available provision and, where appropriate, the child joins an intervention group with targeted outcomes in the hope to close the gap which has been created.
- The intervention is monitored and evaluated through the Graduated Approach ASSESS, PLAN, DO, REVIEW **over a period of time**.
- If the intervention does not produce the outcomes required then a further meeting will be organised with the class teacher to evaluate and look at further strategies.
- It may be that over time the SENDCO would be informed and advice about appropriate interventions would be discussed and put into place.
- The Graduated Approach would continue to be implemented via ASSESS, PLAN, DO, REVIEW.
- If progress is still limited then a referral may need to be made with the consent of the child's parents, to an outside specialised agency as listed on page 7.
- Once the child has been assessed by somebody from an outside agency, a report would be created and given to the SENDCO who would ensure a meeting is held to discuss the findings and suggested strategies with class teacher and parents.
- The appropriate interventions then take place and the child is be monitored by SENCo and, where necessary, the outside agency again at a later date.
- A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an **Education, Health and Care Plan**. Further information can be found on the **Warwickshire Local Offer** page, the link to which can be found on our website or at <https://www.warwickshire.gov.uk/send>

We will formally notify parents when it is decided that a pupil will receive SEND support. Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request additional meetings with relevant staff in order to make this possible. **Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.**

What kind of SEND are provided for at St Edward's Catholic Primary and Nursery School?

Our school aims to meet all children's needs. When it is necessary to provide specific support, or seek external advice we have access to a range of specialists. We provide additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, Autistic Spectrum Disorder, Speech and language difficulties etc.

- **Cognition and learning**, for example, specific learning difficulties such as Dyslexia and Dyspraxia etc
- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment disorder, children who demonstrate difficulties with emotional regulation etc
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, sensory processing difficulties, diabetes, epilepsy etc.

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

How do we provide for children with SEND at St Edward's?

At St Edward's there are three levels of intervention: **Universal, Targeted and Specialised**.

Universal

Teachers plan to meet the needs of all pupils through effective assessment and knowing the strengths and barriers to learning of their pupils. All staff have high expectations of all pupils and are committed to offering a broad and balanced curriculum. Adjustments are made through scaffolding, reasonable adjustments and research led high quality teaching so that all children can access learning. This includes pupils with a disability, children with specific special educational needs and more able pupils. The curriculum is designed to be accessible to all children who attend St Edward's. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers. All children have access to a high standard of **Quality First Teaching** during whole class teaching. Some examples of Quality First Teaching Strategies include:

Planning/teaching/adult support via:

- Scaffolding to reduce cognitive overload.
- Visuals to support dual coding.
- Differentiated questioning to check understanding.
- Recall of previous learning through 'Flashback 4s, subject specific quizzes, retrieval questions etc.'
- Flexible grouping arrangements.
- Differentiation of activities and materials.
- Clear planning for role of Teaching Assistant in lessons
- Metacognition
- Feedback via 'live marking'
- Multi- sensory approaches to learning.
- Clear planning for role of Teaching Assistant in lessons

Equipment/Resources such as:

- Equipment/Resources such as: Adapted pencils, pens and scissors, overlays/ reading rulers etc.
- Spelling aids, word banks.
- Knowledge organisers.

Display including:

- Visual timetables.
- Links made to previous learning/ Topic Mapping.
- Key vocabulary displayed

Language used, such as:

- Key vocabulary displayed
- Dual coding
- Simplified level/pace/amount of teacher talk

Seating, including:

- Good posture with writing slopes and a seat wedge used where appropriate.
- Pupils seated according to needs e.g. near to teacher / board, away from distractions etc.

Pupil voice through:

- Children involved in self and peer assessment.
- Children being aware of their own targets.

Targeted

Some children require more support than the Universal level of support in order to make appropriate progress. These include small group intervention for pupils not making expected progress and therefore requiring additional support. This type of intervention is over and above that provided through differentiated classroom teaching and should be specific work targeted at meeting their identified needs. This intervention is specific, time limited and evidence-based. Where appropriate, these pupils will have an Individual Learning Plan detailing the required additional support. Support of this nature is given within the means that are available in terms of staffing and funding. Examples of these types of intervention delivered by experience teaching assistants under the direction of class teachers using well planned and evidenced programmes, include:

- Pre-teaching and over teaching of vocabulary
- NESSY
- Additional phonics intervention groups
- Attention Bucket interventions
- Time to Talk- Speech and Language intervention
- Zones of Regulation- Emotional Literacy intervention
- Precision teaching
- Nurture groups
- Talkabout- Social Communication intervention
- Emotional 'check-ins, check-outs'
- Fine Motor / Gross Motor intervention groups
- Handwriting intervention groups
- Lego Therapy- Social Communication intervention

- Maths intervention groups

Specialised

For some children their needs are so individualised that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class teachers are clear how to encourage independence and boost these pupils' self-esteem. This provision may come from within the school or from outside the school. These pupils will have an Individual Provision Plan detailing the required additional support, which may be one to one or very small groups. Support of this nature is given within the means that are available in terms of staffing and funding. Examples of these types of interventions are:

- Speech and language therapy
- Access to the Integrated Disability Support Services and the targeted programme they suggest (IDS)
- Early Help
- Occupational Health team (NHS)
- RISE (mental health service)
- Educational Psychology – Dr. Emily Gold
- School Nursing Service
- CAMHs (mental health service)
- Specialist Teaching Services (STS)
- Social Care as required
- Paediatrician (NHS)

Some children who need more support than is available through the school's general offer, may have an **Education, Health and Care (EHC) Plan**. An EHC plan is a legal document written by the Local Authority (LA) and is intended to ensure that children and young people with an EHC plan receive the support and provision they need.

Where a child or young person has an Education, Health and Care (EHC) plan it should be used to actively monitor their progress towards their outcomes and longer term aspirations. Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings. EHC plans must be reviewed by the local authority as a minimum every 12 months. The first review must be held within 12 months of the date when the EHC plan was issued, and then within 12 months of any previous review (within 6 months if the child is aged 0-5) and the local authority's decision following the review meeting must be notified to the child's parent or the young person within four weeks of the review meeting (and within 12 months of the date of issue of the EHC plan or previous review). Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

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 all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

The following adaptations were included to ensure the school was accessible to all:

- Disabled parking spot marked and located near to the school reception;
- A slope is provided when entering the building, to ensure access to all;
- One toilet has been adapted to ensure accessibility for visitors with a disability;
- Adaptations, including grab rails and disabled toilet seats have been added to pupil toilets;
- A lift has been provided to enable easy access to classrooms on the second floor;
- Wide corridors ensure maximum accessibility.

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

A number of strategies are in place to enable effective pupils' transition. These include:-

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- At the beginning of Summer term, transition begins where children are met with opportunities to get to know their new teacher before September. This includes their new teacher taking the class regularly to teach certain lessons.
- At the end of Summer term, if a child is on a Learning Path, both the current teacher and new teacher will arrange to meet with parents to assess the term's targets and agree new ones for the Autumn term.

Secondary transition:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND who have access to additional visits to their secondary school.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

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 Conway either by phoning the school number or emailing; conway.j@welearn365.com

You can contact our SENDCO Assistant Mrs Jeffery either by phoning the school number or emailing; admin3503@welearn.com

Our SEND Governor is **Mrs Natalie Halsall** 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.

Complaints

If you have spoken to school staff and are not satisfied, please contact the Head of school, Mr Tom Carroll or the Executive Head teacher, Mrs L Flanagan either by phoning the school on 01675 463 249 or emailing; admin3503@welearn.com

Our school's complaints policy can be accessed on our website under 'Policies'.

There are many support services available for parents with children with special educational needs and some of these can be found below:

- SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND. Please contact **Warwickshire SENDIAS** on **01788 593159** or by emailing warwickshiresendiass@barnardos.org.uk
- Council for Disabled Children - providing resources and guidance <https://councilfordisabledchildren.org.uk/>

- Contact - Providing advice and support for families of disabled children
<https://contact.org.uk/>
- IPSEA - Independent advisor of special educational advice
<https://www.ipsea.org.uk/>
- SENJungle – Parent-led resources and information and informed opinion about children and young people
<https://www.specialneedsjungle.com/>
- Child advice law site
<https://childlawadvice.org.uk/>
- NAS
<https://www.autism.org.uk/>
- MENCAP
<https://www.mencap.org.uk/>
- Code of Practice - Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>