

Special Educational Needs and Disability (SEND) Information Report (incorporating the local offer)

Updated February 2016

(Review date: February 2017)

This Report should be read in conjunction with the SEN Policy

Aims of the SEND Report

The aims of our special educational need and disability report and practice in this school are:

- 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 SEN engage in the activities of the school alongside pupils who do not have SEN.
- 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:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - 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 ensure full inclusion and support for all pupils with medical conditions in all school activities through consultation with health and social care professionals.

- To work in a cooperative 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.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

A pupil may have additional needs in one of the four areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

How does our school know if children/young people need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- Transition meetings are arranged with all feeder schools to ensure that we are fully aware of any issues that have already been identified and the strategies being used to support this. We aim to continue with strategies that have been shown to enable the student to progress.
- On entry in year 5 all students are assessed for reading and spelling ability and these are repeated every 6 months to ensure that progress is made from this starting point. If we have any concerns following these assessments, parents will be contacted and a plan of further specialist assessment and intervention will be put in place.
- Tracking of attainment outcomes indicate a lack of progress
- A pupil asks for help

- We encourage parents/carers and teaching staff to indicate any concerns that they have about a child throughout the year so that we can make timely assessments and/or engage additional agencies as required.

What should I do if I think my child may have special educational needs? How will I be involved in discussions about, and planning for, my child's education?

- If you have concerns then first, please discuss these with your child's form teacher or head of year.
- This may result in a referral to the school SENCo whose name is Jane Bell, (Deputy Senco Sue Strong) and who you can contact via the school office; telephone 01538 483218 or email: office@st-edwards.staff.sch.uk
- The Governor with specific responsibility for SEN is Mrs Cate Hall, who visits the school regularly.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will school staff support my child?

It is an expectation of Teachers' standards that staff:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Regular monitoring of an individual's progress ensures that they are making progress as a result of this.

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

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Teachers plan using pupils' achievement levels, differentiating work to match and challenge ability for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the subject teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

In addition:

- Pupils who have SEND will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.
- Additional provision will be planned by the SENCO following consultation with parents/carers, pupils and teaching staff.
- This provision could include in class support, small group intervention and/or mentoring and will be delivered by highly trained Teacher Assistants or Learning Mentors. The type of intervention and frequency of delivery will be matched to the individual student's needs.
- All students will be assessed before starting an intervention and this will be repeated at frequent intervals to ensure that the programme is appropriate and progress is being made.
- Interventions will cease when the data shows that progress has been made narrowing the gap between their ability and that of their peers.

The quality of teaching is monitored through a number of processes that includes:

- Lesson observation by the Senior leadership team, the SENCo, and external verifiers.
- Ongoing assessment of progress of all pupils: this includes yearly GL assessments with standardised scores; half-termly Maths test linked to scheme of work; termly Salford reading test; teacher assessments half-termly including writing journeys.
- Progress leader meetings
- Ongoing assessment of progress made by pupil in specific intervention groups
- Work sampling on a termly basis
- Scrutiny of planning
- Teacher meetings with the SENCo (meeting notes will be kept)
- Pupil and parent feedback when reviewing target attainment

- Whole school pupil progress tracking
- Attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEN information Report.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings. Pupil's attainments to meet these targets are tracked using the whole school tracking system.

How will both you and I know how my child is doing?

- Target reviews, baseline starting points and end of intervention attainment will be recorded on individual pupil plan's and shared with parents at review meetings.
- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and scheduled Parent's Evenings with subject teachers.
- All pupils are issued with a Daily Planner which includes timetable, homework and teacher comments and a space for parents to sign each week and to write comments.
- Parents are encouraged to arrange an appointment to discuss their child's progress with subject teachers, the Senco or a member of the senior leadership team, where appropriate, when the need arises rather than waiting for Parents Evening. Please contact the school office to arrange an appointment.
- In addition to this parents of children who have a SEND need are invited to 3 review meetings each year to monitor the progress that has been made and plan any additional support for the following term.

How will you support my child's additional needs?

- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
- Where it is decided that action is required to support increased rates of progress, this will follow an *assess, plan, do, review*, model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to

this early discussion to support the identification of action to improve outcomes.

- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that 'additional and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on an individual plan which will identify a clear set of expected outcomes, which will be stretching, ambitious and relevant academic and development targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from specialist external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to
 - Special Educational Needs Support Service (SENSS)
 - Behaviour Support Services
 - Dyslexia Centres
 - Autism Outreach Team
 - Hearing Impairment Team
 - Visual Impairment Team
 - Educational Psychology Service
 - Physical and Disability Support Service (PDSS)
 - Speech and Language Therapy Service
 - Social Services
 - Local Support Team
 - School Nurse
 - CAMHS (Child and Adolescent Mental Health Service)

- For a very small percentage of pupils whose needs are significant and complex and who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment. This will be undertaken by the Local Authority. This may result in an Education, Health and Care (EHC) plan being provided. This is a child-centred document which sets out the aims and needs of the child and what needs to be done to support these aspirations.
- For pupils, where the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority for additional funding (AEN: additional educational needs), to support very specific learning programmes.

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

- Please look at the school website. It can be found at www.st-edwards.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The subject teacher or SENCo may also suggest additional ways of supporting your child's learning and these will be clearly identified on the child's individual plan.
- The school organises two parent meetings during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the pupil progress and attainment and the curriculum that is being offered to their child. Termly newsletters from each class teacher give details of the curriculum offered.
- Termly reviews will be held for children identified as having additional needs requiring an individual pupil plan.
- All pupils will be invited to their reviews, where appropriate. All individual targets will be discussed and agreed with them.
- Individual Pupil Plans must be signed by child, parent, teacher and Senco.

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

Our vision and values are at the heart of our school and we offer a wide variety of pastoral support for pupils. These include:

- The first point of contact for all pupils and parents is the form tutor. Communication is encouraged between form tutor, subject teacher and parents. Attending parents evening and additional phone calls/meetings will ensure that any issues that occur are addressed in a timely manner. If additional advice is required then this can be gained from the head of year, head of department or SENCO as appropriate.
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place eg open door policy, parent and pupil questionnaires, school council. These are monitored for effectiveness by the Governor with responsibility for this area.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- Attendance is monitored by the Education Welfare Officer.
- The school has successfully completed an annual Health and Safety audit.
- Pupils with social care needs or looked after children: The school works closely with the Local Support Team, Safeguarding and Social Services to support pupils. Appropriate services may include a Key worker such as Counsellor, Family Support Worker, Social Worker, as appropriate.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Any additional personal care required will be arranged on a case by case basis.
- Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

- School works closely with outside support agencies, such as the hearing impaired service. It is possible for some medical checks to be done in school to save the necessity of a hospital visit.
- School have also assisted parents with securing medical aids for pupils, for example, wheel chairs.

What training do the staff who support children and young people with SEND undertake?

In the last two years school staff have received a range of training at three levels: awareness, enhanced and specialist.

Awareness training has been provided to staff on:

- Complex Needs
- Autism awareness by the Autism Education Trust leading to enhanced training see below
- How to support pupils with a diagnosis of, or indicators of, dyslexia.
- How to support all children with spelling.
- How to support individual pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties.
- School Nurse support for epilepsy, epi-pen and Care Plans
- Diabetic Nurse for specific pupils

Enhanced training has been provided to Teachers, TAs' and the Senco on:

- Renewal of Safeguarding level 1 for all staff on 4th January 2016
- All staff have completed PREVENT awareness training
- Autism Education Trust Tier 1 training for all staff, to support all pupils on the Autistic Spectrum: 7th March 2016
- Attendance at the termly Senco Update
- Attendance at SEND Reform consultations

- A member of the SEN team has completed level 7 Diploma in assessing and teaching learners with Dyslexia/Specific Learning Difficulties

Specialist training has been provided to support individual pupils:

- The school has regular visits from SENSS specialist teachers and an Educational Psychologist who provide advice for parents and staff to support the success and progress of individual pupils.
- Specific pupils receive individual visits from specialist Hearing Impaired support teachers, who are also able to advise staff.
- The Senco works alongside Key Learning Centres (KLC's) for behaviour, learning and physical development.

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

- Risk assessments will be carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

- The school is fully accessible for wheelchair users - there are ramps for access from outside to the Reception area. There is a lift inside school to the upper floor.
- There is a fully adapted disabled toilet, with shower, bidet and hoists.
- All steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- Two disabled parking spots are marked and located in the car park outside Reception.

Our Accessibility Plan describing the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. See also SEN Policy

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 transition for pupils both into year 5 and out of year 8. These include:

Before entry:

- Transition is carefully planned with the feeder schools. The Year 5 Progress leader visits all the schools to discuss the needs of the children.
- In addition the SEN team visit the schools to discuss specific concerns with the Senco and individual parents. This includes attendance at Annual Reviews in Year 3 where appropriate
- Meetings and visits for SEND pupils may also include our Health and Safety Officer and the School Nurse so that Care Plans and additional resources can be arranged to enable a smooth and comfortable transition to our school.
- All children take part in a programme of activities in the feeder schools which continues during the four day transition visit to St Edwards towards the end of the July term.
- A planned programme of additional visits for more vulnerable children is provided in the summer term for pupils due to start in September. This includes staying for lunch in school.
- Additional visits can be, and are, provided for parents and children as required to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. This may involve support agencies.
- 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.
- In the Autumn term, members of the SEN team meet with all new parents of pupils who are known to have SEND
- If a pupil is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils in Year 6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and additional transition visits may be arranged as required.
- The Annual Review in Year 5 for pupils with a Statement of Educational Need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.

- Parents are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions.schoicechoice/homepage.aspx>
- Accompanied visits to other educational providers may be arranged as appropriate for parents and children.
- For pupils transferring to local schools, the Sencos' of both schools will meet to discuss the needs of pupils who have SEND in order to ensure a smooth transition. Extra visits can be arranged.
- 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. This may be by SIMS and/or with additional information.

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 to provide for their education (the Age Weighted Pupil Unit) - all pupils;
- The Notional SEN budget;
- Pupil Premium funding for pupils who meet certain criteria.
- In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding.

Funding is then used to provide the equipment and facilities to support pupils through:

- In - class support from teaching assistants
- Small group support from teaching assistants eg Nurture groups; specific intervention groups for literacy, numeracy, speech and language or social support.

- 1:1 interventions by Learning Mentors catered to individual educational or social and emotional needs.
- Specialist support from teachers eg 1:1 tuition
- Bought in support from external agencies eg access arrangement assessments, speech and language support; additional SENSS support over and above the school's allocated hours
- Parent workshops
- Community Links, including Coffee Mornings; sharing good practise with other schools.
- Provision of specialist resources eg assessment software
- CPD relating to SEND for staff.

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

- For pupils with SEN but without an Education, Health and Care plan/Statement, the decision regarding the support required will be taken at joint meetings with the Senco, class teacher and parent. For pupils with a Statement of Educational Need or an Education, Health and Care plan, this decision will be reached when the plan is produced or at the Annual Review.

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

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's form teacher
- The Senco - Mrs S Strong
- The Principal - Mr T Hutchinson
- For complaints please contact school for the Complaints policy
- The School Governor with responsibility for SEN is Mr Gareth Lewis
- Chair of Governors is Mrs Cynthia Simms

Support services for parents of pupils with SEN include:

- **Parent Partnership**
<http://www.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 are a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on spps@staffordshire.gov.uk
- **Parent in the Know** newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Information on where the Local Authority's (Staffordshire) Local Offer can be found on the Staffordshire Cares website at <http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

This is an online directory of local care, including schools, support and wellbeing services, activities and events across Staffordshire.

St Edward's Church of England Academy, Special Educational Needs and Disability (SEND) Information Report.

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