



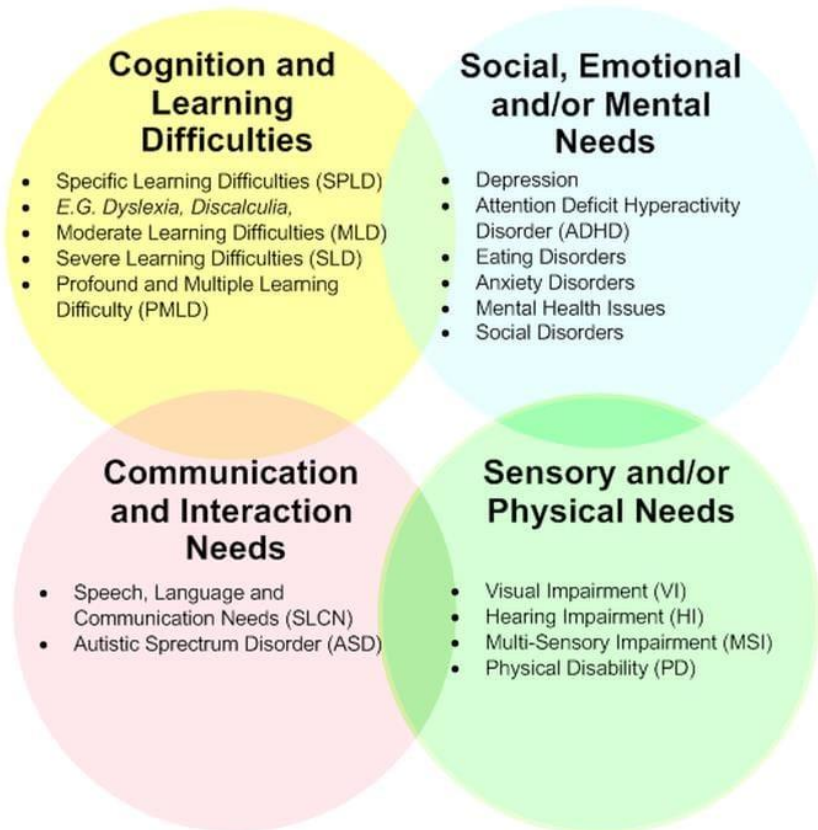
St. Edward's
Church of England
Academy

SEND Information Report-Guide for parents/carers

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 (SEN Code of Practice 2014).

What are the four areas of need?



What is a pupil plan?

A pupil plan is a document created by a school to support children and young people to make progress in relation to their education, wider development or social needs. The aim of a pupil plan is to improve outcomes by removing barriers to learning and putting effective educational provision in place.

St Edward's Church of England Academy - AEN Pupil Plan

Date: 09/09/22	Name of pupil: John Smith	Date of birth: 12.12.12	Date added to reg: 12.12.12	Link TA: A
Review Date: Feb 23	SEN code: MLD	Agency involved: N/A	Attendance: 98%	Parent: Sita
Pupil Information John is eager to learn and enjoys his school. He will read extra support with 1 hour and 15 minutes. He has reading, phonics, handwriting and maths interventions at his primary school and continues to benefit from small group work. John will read promptly to the teacher or TA when home focus. He knows all phonics which will help develop his confidence and ability to work independently on tasks. John can occasionally join in with silly behaviour, therefore seating plans are key to his success within the classroom. He especially enjoys maths and computing, but finds French challenging. At home he enjoys gaming and listening to his music. John attended the Winton Maths Intervention with Mrs. Anne. He worked really hard and his results went from 25% at initial assessment to 67% at the end of the intervention.				

How am I doing with my learning?	
Target	Teacher
Reading	Target
Maths	Target
Spelling	Target
Handwriting	Target
Comprehension	Target
Science	Target
History	Target
Art	Target
Music	Target
PE	Target
PSHE	Target
Other	Target

My targets Autumn 22

Targets	What can I do to help myself?	What support I need in class?	What can I do at home to help me be successful?	How will I know if I have met my targets?	Target review	Target RAG Rating
English Target: To present a story using the phonics knowledge.	Practice reading at home with TA.	Extra time to read with TA.	Read at least 1 hour a week at home.	I will tell my confidence when reading phonics words.	Review Date 12 Feb 23	Yellow
Maths Target: To read and write numbers to 25.	Practice reading at home with TA.	Extra time to read with TA.	Read at least 1 hour a week at home.	I will tell my confidence when reading phonics words.	Review Date 12 Feb 23	Yellow

My targets Spring 23

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What will help me to meet my targets?	Intervention/Support	Frequency	Who	Intervention/Support	Frequency	Who	Intervention/Support	Frequency	Who
Phonics 30	3x weekly	AT	English support 50	3x weekly	AT	Link TA Time 10	2x weekly	AT	
Number 25	3x weekly	TA	Maths support 50	3x weekly	AT	Legit Therapy 50	2x weekly	AT	
Mark 25	3x weekly	AT	Science support 50	2x weekly	AT	Spill-Ted Dorian	5x weekly	TD	

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How does our school know if children/young people need additional provision?

Pupils are identified in a variety of ways: through assessments, staff and parents raising concerns and through communication with the child's previous school. As we are a middle school, the pupils start at St Edward's in Year 5, therefore communication with the first schools and parents/carers is paramount in identifying pupils with Additional Needs and ensuring the provision continues for pupils already identified as having Additional Needs.

What is the school SEND Register?

The SEND Register is the list of children in a school who have SEND. Children can be added to or removed from at any time. The Register helps schools to organise their resources and monitor and plan to meet learners' needs. Parents/carers should be notified when a child or young person is going to be added to the SEND Register by the school.

How is it decided that a child will be added to the register?

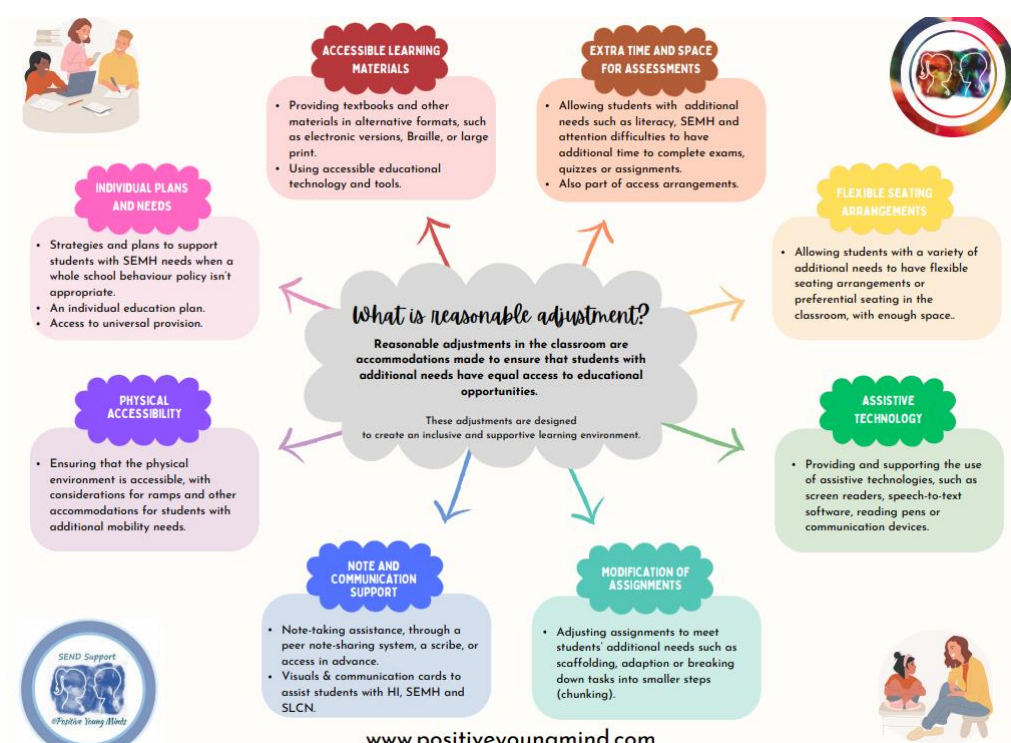
Schools must use a 'graduated approach' when making the decision as to whether a child needs to be added to the SEND register. This is known as the 'Assess, Plan, Do, Review' cycle.

Once my child has been added to the SEND register, what happens?

Your child will receive the support necessary in order for them to progress as outlined in the 'Assess, Plan, Do, Review' cycle. This may take place in the classroom with a Teaching Assistant or may take place in a different environment. Your child's progress within the intervention and in class is then closely monitored and recorded. If your child makes sufficient progress and staff and parents feel that any 'gaps' in their learning have been closed, then it is possible for the child to be removed from the SEND register or moved to monitoring for a term.

What are Reasonable Adjustments?

Reasonable adjustments are the changes that are made for a child or young person, so that they're not at a disadvantage compared to others. The term reasonable adjustment is often used in a general way to apply to all children with SEND although in law, it's specifically about the changes made to support a disabled child.





Assess, Plan, Do, Review

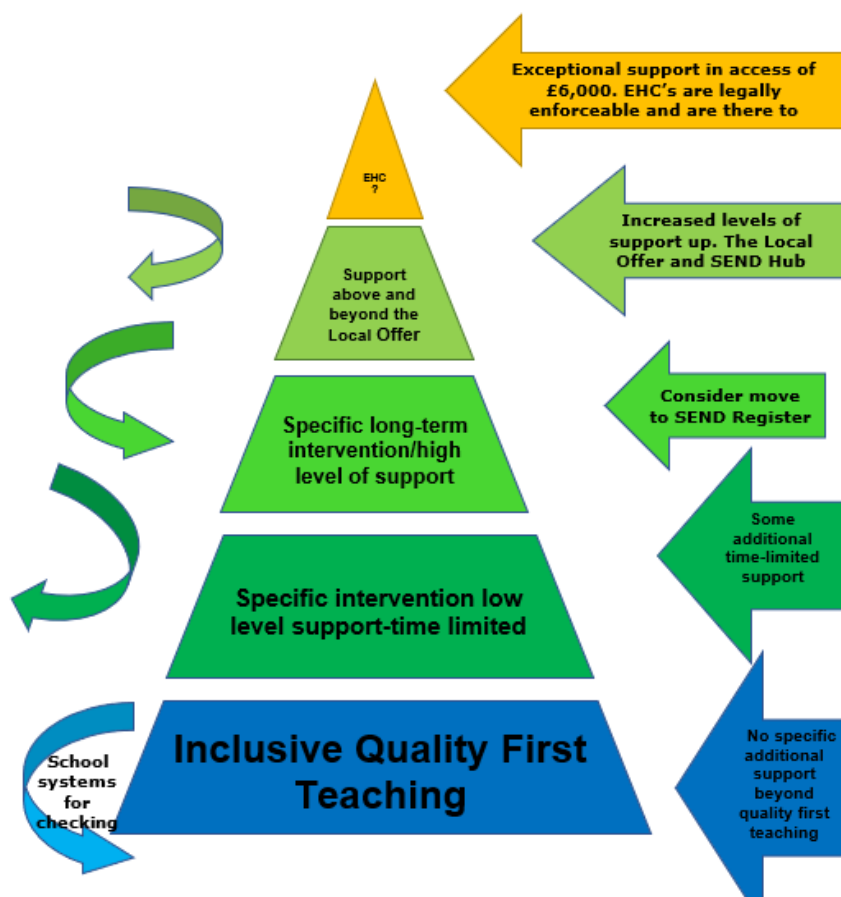
Schools should continuously use APDR to monitor the progress of all children, including those with SEND. The APDR cycle continues throughout a child's education. Schools should use this APDR cycle to quickly identify children who are making less than expected progress. They should put provision and strategies in place to support their needs. An APDR cycle takes one term (approximately 12 weeks) to complete.

St Edward's CE Academy Graduated Response

Graduated Response

The graduated approach is the system of SEND support within mainstream settings. It is intended to make sure that children and young people in Doncaster with SEND get the right support at the right time.

There are different levels of support offered and while some learners may move up and down the scale during their learning journey, most learners will thrive accessing what we call 'Universal Level' support.



How we work with parents/carers?

The SEND Code of Practice sets out how schools should best work with parents/carers of children and young people with SEND.

At St Edward's we will:

Do everything, they can to support your child's special educational needs and disabilities. This is called using their "best endeavours", Make any needed reasonable adjustments so that a child can learn successful, Discuss any SEND concerns they have with the child's parents/ carers, if they plan to add the child to the SEND Register, Put in relevant staff training to help staff understand special educational needs and disabilities and support, Discuss the SEND support being given with parent, Send home yearly school end of year progress report, Have a SENDCO who is the school's named person in charge of SEND in the school.

What support can my child receive outside of school?

In Staffordshire we have several experienced and professional specialist support teams who can support children as they move through the Graduated Approach. The SENDCO can refer to these services, however there can be a long wait for some specialist SEND services. The SENDCO may need to provide evidence to show what has already been put in place to support children's learning before the specialist support team become involved. This is why there is an expectation that there has been monitoring through APDR for a minimum of two terms before there is any movement through the Graduated Approach.



What other support services are there who might help me and my family?

You may wish to contact the SENDCO if you feel that your child needs the support of a specialist service. Some support services available to parents include: The SENDIASS Staffordshire Family Partnership is for parents and carers of children and young people (aged 0-25), with special educational needs and disabilities and children and young people (up to 25) with SEND can be contacted on <https://www.staffs-iass.org>. They offer information, advice and support about education, health and social care issues to support Staffordshire's SEND Local Offer. The Staffordshire Local Offer can be found: <https://www.staffordshire.gov.uk/Children-and-earlyyears/hildcare-providers-and-professionals/SEND-Local-Offer.aspx> Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/> British Dyslexia Association <http://www.bdadyslexia.org.uk> Child and Adolescent Mental Health Service (CAMHS) <https://combined.nhs.uk/> Staffordshire Autism Inclusion Team <https://www.facebook.com/Staffordshire-Autism-Outreach-Team-112695317037942/>

What if I am concerned about my child?

Please contact your child's form tutor or pastoral leader if you have any general queries. Please contact your child's Subject teacher or Subject Lead for academic progress concerns. <https://stedwards.academy/contact/> Please contact the for concerns related to SEND: Mrs S. Stubbs SENDCO - 01538 714740 – sendoffice@st-edwards.staffs.sch.uk

What is the procedure to deal with complaints?

Most disagreements can usually be resolved with all parties working together with the child's best interests at heart. In the first instance, you should raise any concerns with your child's class/form teacher, Pastoral Leader or SENDCO. If you feel that your concern has not been addressed adequately you may wish to follow the school's complaints procedure to make a formal complaint. The school's complaints procedure will be available on the academy website. <https://stedwards.academy/wp-content/uploads/2024/05/Complaints-Policy-2024-2025.pdf>

Frequently Asked Questions (FAQs)

How does a school identify that a child or young person needs support?

We regularly observe and assess children and this enables them to identify if any additional support is necessary. Schools use cycles of Assess, Plan, Do, Review to meet the needs of all learners. If we feel a child has additional needs, they can use the Doncaster Need Descriptors to support their judgement.

How long does it take for my child's school to put support in place?

We continually monitor children and will increase levels of support in line with the Assess, Plan, Do, Review process. Support should be put in place as soon as a need is identified. This must follow the Graduated Approach. Please be mindful that any additional support put in place needs time to be carried out to assess its impact and your child's school will be monitoring your child's progress closely.

Will my child get an Education, Health and Care Plan (EHCP)?

Most children do not need a EHCP to thrive in school. Through repeated cycles of Assess, Plan, Do, Review and efficient use of the Graduated Approach and high-quality teaching, most children and young people will have their needs met. Where additional funding is required to meet a child's needs, this can be accessed without an EHCP. For children with long term and complex needs an EHCP may be required and this will be determined by the local authority through an Education, Health and Care Needs Assessment. The EHC Needs Assessment requires evidence from all people involved in a child's education and care, including professionals, the child's educational setting, and their family. This gives the Local Authority a clear picture of the child's needs in order to make an informed decision.

Does my child need to have a diagnosis to get support?

No, support is needs led, not diagnosis led. Many parents find receiving a diagnosis of children's SEND helpful; however, a diagnosis is not necessary for children to receive support and can sometimes take a long time. When schools identify a need, support must be put in place straight away. Referring to a specialist assessment pathway should not be the first step in supporting a child or young person. An initial period of observations, information gathering, and support should be put in place and reviewed regularly, in line with the Graduated Approach.

I'm worried about the transition to secondary school – will my child still receive support?

Transition to a new school can raise a variety of questions and worries for both children and parents/carers, especially if children have SEND. There is an expectation placed on the middle and high schools to ensure they jointly plan a strong package of support for children, such as introduction to key staff and visits to the new school. To support the transition, copies of specialist reports and the SEND planning should be shared by the current school with the new school. The new school will also continue the Assess, Plan, Do, Review cycle and make changes to your child's SEND Support Plan as required.

Useful Websites

The local authority local offer

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)

As of September 2014, every Local Authority has been required to publish information about services that they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND) and also services outside of the area which they expect children and young people from their area will use. This is known as the 'Local Offer' and can be found on the Staffordshire Connects website.

Contact details of support services for parents of pupils with SEN

Staffordshire SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service):

Free, confidential and impartial statutory service that provides advice, information, signposting and support to parents and carers of children and young people who have SEND on all matters relating to education health and social care concerns.

Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/>

British Dyslexia Association <http://www.bdadyslexia.org.uk>

Child and Adolescent Mental Health Service (CAMHS) <https://combined.nhs.uk/>

Staffordshire Autism Inclusion Team <https://www.facebook.com/Staffordshire-Autism-Outreach-Team-112695317037942/>