

St. Edward's Catholic Primary School



St. Edward's SEND Information Report

Autumn 2015

Approved by staff and Governors: October 2015

Review Date: Autumn 2016

Following Christ we reach our goals.

Aim:

In accordance with the Catholic Ethos of the school and with our Inclusive Education Policy, the school aims to meet the needs of every individual, taking into consideration their cultural background, in order to enable each child to progress in their learning, personal and social development, and to develop their full potential in an appropriate way. Children have full access to a broad and balanced curriculum to achieve their best, become confident individuals and develop the tools to make a successful transition into secondary education and adulthood. This policy aims to meet our duties as a mainstream school in relation to identifying and supporting all children with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

As part of the Children and Families Act 2013, Local Authorities are required to publish a Local Offer which sets out the support that is available for children and young people with SEN/D in the local area.

Newham's Local Offer is available on the Newham Website and tells parents how to access services in the local area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

St Edward's School Offer forms part of Newham's Local Offer.

The following information outlines the support and provision pupils with SEN can expect at St Edward's.

The diagram (Appendix 1) is our provision map which illustrates the school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

More information about St Edward's Offer of SEN Provision**What Special Educational Needs are provided for in St. Edwards?**

St. Edward's Catholic Primary School is an inclusive school that enables pupils to reach their full potential and to strive to do the best they can. The school provides a number of interventions to support SEN pupils to access the National Curriculum. Pupils remain in class for the majority of lessons and are withdrawn for either group booster sessions or for specialist interventions. St. Edward's Primary School supports a number of specialist provisions including one-to-one and group support for pupils with autism, complex physical needs, dyslexia, speech & language difficulties & disorders, visual dyslexia, dyspraxia, dyscalculia, moderate learning difficulties, sensory disorders and emotional & behavioural difficulties. A range of intervention packages are used across the school including Turnabout, Lexia and Dynamo Maths.

How does the school know when a pupil has learning difficulties or special educational needs?

When children have identified SEN before they start at St Edward's the school will work with people who already know the pupil and use information already available to support them in school.

When a child is at school and we have any concerns the Special Needs Co-ordinator (SENCo) will observe the child in class or individually. If you think your child has SEN please speak to the Class Teacher or Ms Tatnell. The school will listen to your concerns and assess your child.

Staff will observe your child in class or on the playground and may carry out some further assessment tests. The school will share with you the outcomes and agree on further steps to support the child.

If it is found that the child has difficulties the school will discuss these with the parent and introduce some interventions in the form of group or individual support. If the child has a "significantly greater difficulty in learning than the majority of others of the same age" the school will liaise with external agencies for strategies and support.

Please see St. Edward's SEND Policy for details of each stage of SEN support.

How is the curriculum matched to pupil's needs?

Class Teachers have responsibility for the education of all children including those with SEN/D. Within the classroom teachers use various teaching approaches to meet the needs of all children, whether they are Higher Achieving Pupils or those with additional needs.

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The school offers an imaginative and invigorating curriculum offering all children the opportunity to find a learning style which best meets their needs. All children are offered this curriculum. Some children may be offered additional learning opportunities such as life-skills, Signing or Assistive Technology specific to their needs.

How does the School know whether pupils are making progress?

Children's progress is tracked using:

- Observations in class and social situations by staff or external agencies.
- Individual Education Plans (IEPs) which are reviewed 3 times each year.
- Teachers continue to review pupil progress against National Curriculum levels for the majority of pupils with SEN/D but for a small number of pupils the school uses P Levels.
- Children working at P Levels have their progress tracked using the B Squared tracking system.
- The school is currently working towards assessing pupils without levels.
- The school uses end of unit/ year assessments, standardised reading tests, pupil progress meetings and pupil progress meetings.
- Books are regularly scrutinised by the Senior Leadership Team and Subject Leaders.

How are parents/ carers informed about how their child is doing?

Parents are invited to regular Parent / Teacher interviews which the SENCo may attend. Parents are also invited to termly IEP meetings or Annual Reviews if appropriate. The SENCo is non-class based so is available to meet with parents at other times.

What arrangements are made for consulting young people with special educational needs and involving them in their education?

Where appropriate, children are invited to parent meetings and review meetings to give feedback on how they feel about the provisions that have been made and how they are progressing. All review meetings help are pupil centred.

How are decisions made about how much support individual pupils receive?

All pupils are assessed through the school's tracking procedures. It may become apparent that a child is not achieving at the expected level or making the required progress. Additional group support is initially offered. If a child continues to be of concern the school may allocate some additional 1-1 support with an adult for a limited period.

However a small number of children require permanent 1-1 support and receive Higher Needs Funding (HNF). The HNF procedure requires the SENCo to present a case to representatives from the Local Authority detailing the specific needs of the child.

How is support organised for pupils with identified special educational needs?

The school is able to offer support in a number of ways. Some pupils may receive targeted support in class from a Teaching Assistant who helps to differentiate the lesson. The lesson may be differentiated according to:

- Time given to the task
- Materials or resources used in the task
- The amount of adult support given.
- The outcome of the lesson, that is, what the children are expected to have learned or produced.

Sometimes a child may be supported by out of class interventions to target their needs.

The school will devise a programme to meet the needs of individual children.

Although a small number of pupils with more significant learning, physical or emotional needs may have individual support for part or the whole of the day the primary aim of the school is to, whenever possible, engender independence and resilience to prepare the pupils for the next stage in their education and adulthood.

How does the school know if the extra support is helping pupils to make progress?

The school will use entry and exit data for each intervention to ensure that pupils are making progress and use Group Tracking Forms with specific objectives for the needs of the group. Raise Online will be used to monitor

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progress. The school will also hold termly IEP reviews with relevant staff, the parents and child to ensure that the additional support is impacting on the child's learning.

What arrangements does the school make to support pupils transferring from another school?

Before any child joins St Edwards's there is always a rigorous system of exchanging information. This is carried out by the Head Teacher and SENCo when necessary. All children will have a pre-visit to the school led by the SENCo and parents have the opportunity to share any concerns. If a child with SEN/D is due to join the school any external agencies will be notified.

What expertise and training do the staff who support pupils with SEN/D have?

All teaching staff receive training to develop their expertise and delivery within the classroom. This training is provided either in-house or externally.

Our experienced team of SEN Support Staff regularly up-date their skills and knowledge by attending relevant courses or receiving training within the school environment.

Recent training in school has included:

- Colourful Semantics
- Lexia English programme
- Dynamo Maths programme
- Autism
- SCERTS (Newham's new approach to working with children with ASD)
- Epi-pen and dealing with other medical conditions.
- Intensive Interaction
- Fizzy
- PECS

What specialist support or services does the school access for pupils with SEN?

The school works very closely with a number of agencies to assess the children's needs and to plan for further strategies. The school accesses the following services:

- Wheelchair services
- Occupational Therapy
- Speech and Language Therapy
- Complex Needs Team
- School Nurse
- Educational Psychology Services.
- Newham Child and Family Consultation Services
- Behaviour Support Services
- Brentwood Catholic Children's Society
- Language, Communication and Interaction Services

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

The school meets current disability access legislation and offers:

- A ramp at the front entrance.
- A disabled toilet on the Ground Floor and the upper floor.
- A lift
- A cookery Room (as part of the staff room) which can be used for life skills lessons
- The school has a number of rooms which can be used for any interventions which are not classroom based, for example the library, the SENCO room, St. Edward's room and shared areas.

What arrangements are made to support pupils with SEN taking part in afterschool activities outside the classroom including school journeys?

Children with SEND are included in all areas of school life including educational visits with reasonable adjustments being made. Risk Assessments for all journeys are made and adjustments may include additional staff supporting a child/ different travel arrangements or even a different location if the child's needs could not be met at a particular venue.

How will the school prepare and support pupils who are transferring to a new school?

The school has excellent links with our Secondary Schools.

In Year 5 members of staff from Secondary School will attend the Annual Review so that they can discuss with parents, the child and existing staff the needs of the child, strategies used and how the child's needs can best be met at Secondary School.

In Year 6 we will have further consultations as well as transition visits (additional to those offered to all children).

In Year 6 we offer a social skills programme helps to develop independence and self-help skills for children as they approach transition.

The SENCo and Head Teacher are available to meet any parents who have concerns regarding transition arrangements.

The SEN Support Team also makes resources to support the child during transition such as transition booklets etc. A similar model is used for any child who may be transferring to or from St Edward's mid-phase. The school will be in contact with the receiving school and records will be transferred. If appropriate pre or assessment visits will be arranged.

How does the school support pupil's overall well-being?

The School prioritises the safe-guarding of all children. The safeguarding Lead is Ms Tatnell, deputised by Mr C. Mabey and Ms C. Pampellone.

The school also strives to meet the emotional needs of the children through:

- PSHCE/SEAL curriculum
- In-school Counsellor
- Self- esteem groups
- Social groups

Who should parents/carers contact to talk about their child's special educational needs?

If parents have any queries about their child's needs they can make an appointment with the SENCo Ms Tatnell who is happy to help.

Who should parents/carers contact if they have a complaint about the SEN provision?

If a parent has any concerns about their child's learning they should initially speak to the class teacher who will meet with them to discuss their concerns. The SENCo may be invited to this meeting.

If a parent is dissatisfied with the opportunities available to their child or progress being made an appointment should be made to speak to the SENCo who will help with any issues raised.

Most concerns can be resolved within the school but if the issue is not concluded to a parent's satisfaction they should follow the school's complaints procedure which can be found on the website or is available in the School Office