



St Edward's SEND information report.

This is a report to inform parents and carers of the provision that St Edward's Catholic Primary School offers to the pupils with SEND that attend our school.

Introduction:

St. Edward's Catholic Primary School is committed to meeting the needs of children with Special Needs and disabilities (SEND). We have high expectations of all our children, and we aim to achieve this through the removal of barriers to learning and participation. Our curriculum and the support that we give to children with SEND and their families has the overriding aim of enabling our children to develop skills which will give them independence throughout their schooling and into their adult life. These skills will focus on cognition, communication and interaction, social and emotional well-being and physical and sensory development. These skills may be taught within class or in groups, but we strive to include our children in as many classroom activities as possible to raise self-esteem of those with SEND and also to ensure that those children without SEND develop understanding and empathy towards their fellow pupils.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

Early identification of difficulties and appropriate intervention is of paramount to ensure all pupils receive the best possible education to enable them to reach their full potential.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the 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.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

Following Christ we reach our goals.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Where there are concerns of the pupil's emotional wellbeing regarding the move between phases, additional support will be provided: transition social stories, transitional visits to the new school

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Please refer to our SEND Provision for Children and Young People at St. Edward's School 2020 for details of the support and specialist interventions offered by the school.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

When it is appropriate our teaching assistants will support pupils on a 1:1 basis to provide a more individual programme for the pupil, enabling the pupil to remain meaningfully in class for the majority of the time.

We also work with the following agencies to provide support for pupils with SEND:

Educational Psychology Services (EPS)
Behaviour Support Services (BSS)
Language Communication Interaction Services (LCIS)
Complex Needs and Dyslexia Services (CNDS)

Following Christ we reach our goals.

Speech and Language Therapists (Health and LCIS)
Specialist Teachers for the deaf or visually impaired
Newham Child and Family Consultation Services (CFCS)
Occupational Therapists and Physiotherapists
Early Intervention Team
Headstart

Expertise and training of staff

All staff are trained to work with pupils with SEND. Quality First Teaching for all is essential.

Our SENCo has many years of experience in the role and is qualified to assess pupils for specific learning difficulties. She has also worked extensively with children with Autism, Social, Emotional and Mental health difficulties and language disorders. She is non-class based to administer the SEN provision.

Specialist Training received by staff includes:

Autism Awareness
SCERTS
Anaphylaxis and use of the Epi Pen
Intensive Interaction
Colourful semantics
Setting up language enrichment groups
Delivering 1:1 RWI tutoring
Attention Autism
Paediatric First Aid

Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase them using the notional SEN funding, or seek it by loan agreement. For highly specialist communication equipment the school will seek the advice of the relevant professional.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips to Rome (Year 5) and Fairplay House (Year 6).
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND.

- Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe and inclusive participation of the pupil in the activity.

Accessibility Plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Within our accessibility plan, we continually review the accessibility of provision within the physical environment, curriculum, and written information. Copies of the accessibility plan is available on request.

Support for improving emotional and social development

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g., Personal, Social and Health Education (PSHE) and Circle Time but also indirectly, with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can provide the following e.g., access to a learning mentor, school counsellor (Brentwood Catholic Children's Services), mentor time with a member of the senior leadership team, external referral to Child, Adult, Mental Health (CAMHs).

Pupils in the early stages of emotional and social development because of their SEND will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

We are also developing our emotional and mental wellbeing programmes with the Headstart organisation. They are supporting us to develop an effective well-being strategy.

We have a zero-tolerance approach to bullying and have regular workshops, assemblies and fund-raising activities to prevent our pupils with SEND and disabilities to being treated less favourably than others. Our anti-bullying policy sets out our aims of ensuring no child becomes a victim of bullying and the work we carry out in school to foster an environment where bullying behaviours is known to be unacceptable.

Complaints about SEN provision

The normal complaints procedure will be followed for complaints about provision made for SEND. We encourage parents to discuss their concerns with the class teacher, Inclusion Manager and the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Following Christ we reach our goals.

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Parents can contact us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. We believe partnership between parents and the school; together with the expertise from support agencies should combine to ensure every child attains their full potential. If parents have any queries about their child's needs, they should make an appointment with the inclusion manager, Ms D Tatnell.

The Local Offer

This Information report contributes to the Local Offer published by the Local Authority, which contains information about services available for children and young people (age 0 to 25) with special educational needs and disabilities. It can be found on the Newham Website.