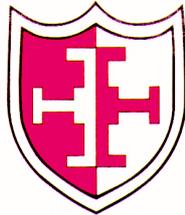


Curriculum policy

St Chad's Catholic Primary School



Special Educational Needs and Disability (SEND)

SEN Information Report

CRC Article 28

1. States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity.

At some time in their school life, many children require additional support for learning to help them access the curriculum effectively. All schools are required to publish a report that details the provision and support that they will provide for any child with special educational needs or disabilities..

Roles and Responsibilities:

The SENCO is Mrs Sarah Simner (ssimner@st-chads.dudley.sch.uk)

The Link Governor for SEND is Mrs Laura Hughson

Role of the SENCO

- Work with the Executive Principle, Head of School and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The Kinds of SEN that are provided for

All schools in the St John Bosco Academy have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Academy directors to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need (and or) disability being met in a mainstream setting wherever possible, where parents/carers wish for this provision to be made. Every child deserves equal opportunities in life. We are committed to ensuring that every child grows, learns and enjoys school. We have high aspirations for all our children. We want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND.

What is a Special Educational Need (SEN)?

A child or young person has a SEN if they have a learning difficulty or disability which calls for some additional or different educational provision. This may mean that s/he has a significantly greater difficulty in learning than the majority of others of the same age.

What is a Disability?

Many children and young people who have SEN may have a disability. This is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. ('Long-term' is defined as 'a year or more'). This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer. Schools have a legal responsibility to meet the needs of children with medical conditions. We are committed to meeting the needs of all children in the school and endeavour to give each child individualised support and resources as they need it.

Areas of Need

At St Chad's Catholic Primary School children are identified as having SEN when they have a significantly greater difficulty in learning than the majority of children the same age. At St Chad's we cater for the identified four areas of need.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. Difficulties may be with speech, expression, phonology, semantics and pragmatics. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. At St Chad's we support children with;

- Developmental Language Delay
- Developmental Language Delay Disorder
- Social Communication and Interaction
- Speech, Language and Communication
- Receptive Language/ language comprehension
- Expressive Language
- Speech sound Difficulties
- Autistic Spectrum Disorder

Cognition and Learning

Children with cognition and learning difficulties may require support as they may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate, severe and profound learning difficulties. Specific learning difficulties (SpLD), affect one or more

specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Physical Disabilities / Sensory

Some children have a disability. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identifying pupils with SEN and addressing their needs

At St Chad's we may already know that your child needs extra support or has a special educational need. For example, if your child has come from a previous school or a preschool who has passed on the information or if your child has seen an outside agency such as a Speech Therapist who may have passed information to us.

We may also identify SEN ourselves. At St Chad's, all teachers are expected to deliver high quality teaching that is adapted and personalised to meet the individual needs of children. The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and Senior Leadership Team. 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 every term 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.

Throughout each term any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored to identify their level of learning and areas of difficulty. Concerns are raised by teachers via their assessments and observations. Parents/carers will also raise concerns regarding their child. Pupils voice their concerns and areas of difficulty and any change in a pupils behaviour is equally observed and communicated. As the children are regularly assessed throughout the year, teachers may notice that a pupil is not making expected progress or there may have been a change in a pupils behaviour. This may highlight that the pupil needs extra support. If this happens, we have clear pathways to follow:

The teacher will discuss the concern with you, the parent.

- The teacher will raise a concern with the SENCO.
- SENCO will communicate with both teacher and parents.
- The SENCO may follow this up with an observation or further assessments.
- The SENCO and teacher will decide on a course of action e.g. a small group intervention, different strategies or additional resources to be used, assessments etc.
- This may also mean that the pupil needs a Learning Support Plan which will be shared with you and a copy will be provided to you.

- All pupils with a Learning Support Plan are closely monitored and if provisions are not having an impact then as a school we use the pathway of making further referrals to outside agencies; Speech and Language, Occupational Therapy, Learning Support, Educational Psychologist, Specialist Early Years etc. This will be shared and discussed with you before any referrals are made.
- If a pupil is receiving additional support from outside agencies, the school works closely together with professionals to ensure the provisions meet and support additional needs. Equally all recommendations, advice and strategies are also used to ensure Learning Support Plans and interventions meet special educational needs.

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 information to determine the support that is required and decide if we can provide the provisions by adapting our core offer, or whether something different or additional is needed.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?

If you have any concerns then contact your child's teacher first. You can also contact Mrs Simner (SENCO) or the Head of School via the school office, by either visiting in person or by telephoning 01384 889423.

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. If any other professionals are involved communication will be used to ensure information is shared. All conversations with parents and professionals ensure everyone develops a good understanding of the pupil's areas of strength and difficulty. Parental concerns and views will be valued and there is a shared understanding about the agreed outcomes predicted for the child. Next steps are also discussed and everyone is clear about the interventions and provisions to be implemented. Early discussions are recorded on the pupils Edukey record, interventions / provisions are monitored and parents are notified when it is decided that a pupil will receive SEN support and a Learning Support Plan. Parents will be provided with a copy of the Learning Support Plan and the pupil will be added to the SEN Register.

Parents will be able to discuss progress and their child's learning support plan at review meetings. Review meetings will happen every term. Class teachers are regularly at the classroom door at the end of the day if you wish to raise a concern and equally they will maintain open communication with you. In the summer term parents will meet with the SENCO, current class teacher and the new class teacher to discuss your child's special educational needs.

Assessing and reviewing pupils' progress towards outcomes

When a pupil is added to the SEN register and is receiving SEN support. 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 or behaviour.

Other teachers' 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 such as; Speech and Language, Occupational Therapy, Educational Psychologist, Behaviour Support, CAMHs, Specialist Early Years will also be obtained.

Pupils learning support plans will be assessed once every term, the effectiveness of the support, interventions and provisions will be monitored every half term to identify their impact on the pupil's progress. 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.

Our approach to teaching pupils with SEN

St Chad's Catholic Primary School follows the guidelines within the SEND Code of Practice (2014). This outlines a model of action and intervention to help children who have Special Educational Needs: - Assess, Plan, Do, and Review.

The school follows a Graduated, Approach (Whole School) to SEN Support. Class teachers are accountable for the progress and development of all the children and young people in their class through Quality First teaching (QFT). This high quality adaptive teaching approach is our first step in responding to pupils who have SEN. Teacher's plan work from the level of the child, ensuring that learning is scaffolded and where appropriate, it is differentiated closely to match the children's ability and learning needs. A teaching assistant may work with a pupil 1:1 or in a small focus group to target more specific needs. If it is felt appropriate specialist equipment maybe given to a pupil e.g writing slopes, coloured reading overlays/rulers, posture cushions, foot boxes or pencil grips.

Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff. If a child's progress is below their expected level they may be discussed at pupil progress meetings and placed on a monitoring list. It may be felt that they would benefit from taking part in an intervention programme to aid their progress. All interventions are recorded and monitored on the platform Edukey. Provisions and interventions are reviewed and updated every half term.

Before any additional provision is implemented, the SENCO, Teacher, Parent/Carer and young person (where appropriate) agree what they expect to be different following this intervention. A baseline is also recorded and can be used to compare the impact of the provision. Children, parents/carers and teaching and support staff are directly involved in the reviewing progress which is consistently discussed through open communication with regards to the impact of the interventions. If a learner has an LSP, the LSP will be reviewed via a meeting / telephone discussion with parents where we discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same reviews are conducted as the learner will have a Learning Support Plan clearly aligned to the EHCP. The EHCP plan will also be formally reviewed annually.

The SENCO will collate the impact data of interventions to ensure interventions are having a positive impact. The SENCO will also maintain regular communication and engage in information sharing with staff to monitor the impact of the interventions. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. If a child has taken part in an intervention and when reviewed it is felt the child has not made expected progress it may be felt that an external agency may need to be involved. At this point the school may decide, in collaboration with the parent/carers, to place a child on the SEN register at SEN Support and a learning support plan will be created.

A pupil with a Learning Support Plan and receiving SEN support may receive provision that is tailored, differentiated and personalised with support from specialists and interventions. Provisions that provide additional support may involve small group work in class, withdrawal groups or 1:1 support. A pupils Learning Support Plan will be reviewed termly.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle and the graduated approach it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs. At this stage a request can be made for statutory assessment. When a child has experienced the graduated approach it may be considered that their level of need requires provision delivered through an Education Health Care plan. This would involve the child/young person, parents/carers, and all agencies involved with the child. It may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school through intervention. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

We will also provide a number of interventions including:

- Precision Teaching
- Well Comm
- Get Talking
- Speech Progression Tools
- Talk Boost
- Talk About
- Phonic Coaching
- Boxall Profile
- External Counselling
- Socially Speaking
- Get Moving
- Emotional Well being
- Speech Sounds

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.

Additional support for learning

Our teaching assistants are trained to deliver interventions. These interventions are planned in liaison with class teachers and the SENCO. Teaching assistants may support pupils on a 1:1 basis within the classroom or in withdrawn sessions in accordance with the individual's need and appropriate plan (LSP or EHCP). Teaching assistants will also support pupils in small groups within the classroom or in separate rooms in accordance with the demands of the curriculum, the programmes they are leading are based upon needs of the pupils.

To further support SEND provision in school we work closely with a number of agencies to provide support for pupils with SEN including:

Dudley Educational Psychology Service

Speech and Language

Learning Support Services (LSS)

Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

Child and Adolescent Mental Health Service (CAMHS)

Occupational Therapy (OT)

Physiotherapy

Sycamore Outreach Team

Visual Impairment Service

Hearing Impairment Service

Autism Outreach Service (AOS)

Physical Impairment/Medical Inclusion Service (PIMIS)

School Nurse

Expertise and training of staff

Our SENCO achieved the National Award for Special Educational Needs Coordination from Birmingham University in . She manages SEN provision. We have a team of teaching assistants who are trained to deliver SEN provision. An induction process is in place for new teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

Staff have been trained in

- Introduction to ACES and Childhood Trauma
- Attachment Disorder
- Emotional Coaching
- Emotional Wellbeing / Nurture
- An Introduction to Speech, Language and Communication (Early Years)
- An Introduction to Speech, Language and Communication (Primary)
- Precision Teaching
- Effective Phonic Teaching

Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

Evaluating the effectiveness of SEN provision

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

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions.

Using pupil questionnaires

Using parent 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.

All pupils are encouraged to take part in sports day/school plays/special workshops and other activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We have an accessibility plan. It is available to view on the website.

Support for improving emotional and social development

We are an inclusive school and we provide support for pupils to improve their emotional and social development in the following ways:

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

Pupils with SEN are encouraged to be take part in extra-curricular clubs to promote teamwork/building friendships etc. A variety of extra-curricular clubs are provided after school.

Pupils with SEN are encouraged to be part of the school council.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all extra-curricular clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.

Working with other agencies

As a school we work closely with any external agencies that are available to support individual children's needs within our school. These include the Pupil referral service (PRS), Health services including: GPs, (school nursing service), CAMHS (Child and Adolescent Mental Health Service), clinical psychologists, paediatricians, speech and language therapists (SALT), occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers and educational psychologists and specialist advisory teachers.

How accessible is the school both indoors and outdoors?

The school is fully accessible to all due to ramps outside to support people getting into the building. The school building inside contains ramps to enable wheelchair users to transition smoothly around the school. Disabled toilets are available and the school has an accessibility available to view.

How will the school prepare and support my child when joining St Chad's Catholic Primary School or transferring to a new school?

On entry: EYFS staff will complete home visits to meet with parents and discuss any concerns they may have when a child is transitioning into Nursery. Parent meetings are held prior to children starting full-time in order for the teachers to discuss matters relating to school routine and curriculum. During these meetings personal information about the child is updated. The SENCO will also communicate and collaborate with any outside professionals that are supporting the child.

Mid-year transitions: Pupils are given a tour of the school with their parent/carer. Introductions are made with a child's new class teacher. A start date will be agreed between the parents/carers and the school. A staggered time table will also be considered to support an effective transition and to meet special educational needs. The pupil's previous school will be contacted for their records. Where there are concerns the SENCO will be contacted.

Secondary transition Secondary school staff visit pupils prior to them joining their school. Pupils also have access to many planned visits and learning experiences throughout the spring and summer term. The SENCO will also meet with the Secondary School SENCO to discuss pupils who have SEN, share information and support the transition.

Transition at the end of an academic year

Staff are given time to share information about pupils to ensure a smooth transition.

In the summer term each class spends time with their new teacher in their new classroom. Class teachers also visit their new class in their existing classrooms. Picture books of the new classroom and new staff are

created to share over the summer holiday. Pupils with SEN will have more time planned to meet with their new class teacher and experience their new classrooms.

Where can I get further information?

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO, Executive Principle or Head of School in the first instance. They will then be referred to the school's complaints policy.

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
- 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

Dudley Special Educational Needs & Disability Information, Advice & Support Service (SENDIASS)

For parents or carers of a child or young person with special educational needs (SEN) or a disability, or a child or young person up to the age of 25 with special educational needs or a disability.

Contact details for raising concerns

As a school we firmly believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, families, pupils and other agencies. We aim to foster good working relationships with all of these groups, especially parents.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or Head Teacher, who will discuss the issue and make every effort to resolve the problem.

The local authority local offer

Dudley's local offer is published here: <https://www.dudley.gov.uk/residents/dudleys-local-offer/>

Dudley's Local Offer is a one stop resource of information and services available to children and young people (aged 0 -25) with Special Educational Needs and/or Disabilities (SEND), their parents, carers and families.

Monitoring arrangements

This information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour policy

Anti bullying Policy

Equality information and objectives

Supporting pupils with medical conditions

Dudley Local Offer and Other support services

Dudley MBC Local Offer information

The Dudley local offer pages provide information about education, health and social care and the provision that is available for children and young people with special educational needs and disabilities and their families.

<http://www.dudley.gov.uk/resident/localoffer/>

Dudley SEN Team

Address: Westox House, Dudley MBC,

Phone: 01384814214.

Website at: www.dudley.gov.uk/localoffer

Dudley SENDIASS

provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Phone: 01384 236677

Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS

Website at: <http://www.dudley.gov.uk/resident/learningschool/parentalsupport/dudleysendiass/>

Child and Adolescent Mental Health Service (CAMHS)

<http://www.dwmh.nhs.uk/child-adolescent-mental-health-servicescamhs/>

Review date: September 2023

Date of next review: September 2024