

St Charles RC Primary School

SEND Report



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



St Charles RC Primary School

SEND Report



Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Current Legislation

This SEND information report has been written to comply with section 69 (2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Needs and Disabilities Regulations 2014

SEND information report

(1) This section imposes a duty on—

(a) the governing bodies of maintained schools and maintained nursery schools in England, and

(b) the proprietors of Academy schools.

(2) A governing body or proprietor must prepare a report containing SEN information.

(3) "SEN information" is—

(a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;

(b) information as to—

(i) the arrangements for the admission of disabled persons as pupils at the school;

(ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;

(iii) the facilities provided to assist access to the school by disabled pupils;

(iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).

(4) In this section—

- “disabled person” means a person who is a disabled person for the purposes of the Equality Act 2010;
- “disabled pupil” includes a disabled person who may be admitted to a school as a pupil.

Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

(e)additional support for learning that is available to pupils with special educational needs;

(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and

(g)support that is available for improving the emotional, mental and social development of pupils with special educational needs.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the local authority's local offer is published.

Admission Arrangements

Pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- a) the provision of efficient education for the children with whom he/she will be educated.
- b) the efficient use of resources.

1. The kinds of special educational needs for which provision is made at the school.

Our school is an inclusive school. We recognise that some children face barriers to participation, achievement and attendance. The kinds of special educational needs for which provision is made at our school fall under the four broad areas of need as defined by Special Educational Needs and Disability Code of practice: 0 to 25 (2014).

- Communication and Interaction: for example children who have Speech, Language and Communication needs, children with ASD, including Asperger's Syndrome and Autism.
- Cognition and learning: for example children who learn at a slower pace than their peers or children who have a specific learning difficulty such as dyslexia, dyspraxia or dyscalculia.
- Social, emotional and mental health difficulties: for example children who are experiencing difficulties with self-esteem, anxiety or with attention.
- Sensory and/or physical needs: for example children with a hearing or visual impairment or other physical disability.

The physical layout of the building has been adapted to provide access for children who use a wheelchair or have severe walking difficulties and a disabled toilet has been built.

However, there are outside areas of the school where access remains an issue and funds are not available for the necessary works to take place. Further information is available in the school's SEND Policy which is available on the school website, also our school SEND Local Offer provides a wealth of additional information.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows: "A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At St Charles RC Primary School the progress of all our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching on all pupils. Assessment tools used include observation, marking of work, questioning, assessment tasks, phonic/reading/spelling screening, formative and summative tests. If any concerns arise then a meeting will take place between the class teacher and SENCo and next steps discussed.

This will always include a meeting with parents/carers to discuss concerns and next steps. With parental consent a child will be placed on the SEN register and receive additional support, which may take a variety of forms; academic, emotional, social. An IEP (Individual Education Plan) will then be created to document targets.

The teacher and the parent will evaluate this at the end of each term. If insufficient progress is made, it may be beneficial to involve outside agencies to carry out further assessments to identify the strengths and weaknesses of the child.

The results of these assessments will be shared with Parents, the SENCo and inform any future actions that might need to be taken to support the child.

Those children who have significant difficulties and complex needs may require an Education, Health and Care Plan (EHCP), previously known as Statements. This is a statutory document that sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans,

a. How the school evaluates the effectiveness of its provision for such pupils:

The evaluation of provision for pupils with SEN and its effectiveness is on going. Tools we may use are:

- Assessment information and progress data.
- Analysis of outcomes for children who have received interventions.
- Progress towards individual targets contained in an Individual Education Plan or Education, Health and Care Plan.
- Progress recorded in a specified intervention programme

- Information collected through discussions with pupils, teachers, teaching assistants, welfare staff and parents.
- Discussions with other professionals both in and beyond the school, for example a Speech and Language Therapist.
- Comparisons with National data.
- Routine health checks for example, eyesight and hearing checks.
- The recording of detailed information over a specified period of time.
- The completion of intervention impact sheets.
- Other mechanisms provided by the Salford Learning Support Service, the Education Psychology Service or other external agencies.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEN:

- Individual Education Plan review meetings occur three times yearly for pupils with SEND. Parents meet with the class teachers and progress towards targets is discussed and measured through the use of success criteria.
- The Plan should indicate:
 - the nature of the child's difficulties,
 - any health concerns,
 - and target to be achieved within a given time,
 - strategies/processes to be used in order to meet the target,
 - success criteria and any help required from the child's parent.
- In addition Annual review meetings and Interim review meetings for children with an Education, Health and Care Plan are planned into the school year.
- Parents/carers and professionals receive a letter inviting them to the annual review meeting and are asked to write a short report about the child.
- Pupils also contribute a report and are supported by staff in doing this. The class teacher, support staff, any outside professionals if relevant, along with a member of the SEN team attends the review meeting with the parents/carers.
- Progress towards targets documented on the Education, Health and Care Plan are recorded and a report is written to reflect the views and decisions of all present and any relevant supporting documentation is appended.
- This information is sent to the relevant SEN team and to the parent/carer. The SEN team writes to parents/carers and the school SENco to inform them of a decision to maintain or amend the Education, Health and Care Plan as necessary.
- This always reflects the progress made by the child towards the targets set.

c. The school's approach to teaching pupils with SEND

When planning and teaching the National Curriculum, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

Pupils must have the opportunity to experience success in learning and 4 achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage level.

All teachers:

- set high expectations and provide opportunities for all to achieve.
- take account of legislation requiring equal opportunities.
- take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use assessment and set appropriate targets for learning. For pupils with particular learning requirements, teachers support individuals and groups to enable them to participate fully in curriculum.

Teachers:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment.
- provide support through the differentiation of tasks, through the use of other resources.
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience.
- plan to enable children to take full part in all learning, physical and practical activities.
- help pupils to manage their behaviour and emotions, to take part in learning effectively and safely. Although pupils with disabilities may not necessarily have special educational needs teachers take action to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements.

Potential areas of difficulty are identified and addressed at the outset. For children with disabilities teachers:

- plan for enough time for satisfactory completion of tasks.
- plan opportunities where needed for the development of skills in practical aspects of the curriculum.
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals and make necessary adjustments.

- Make modifications to the learning environment if required.

d. How the school adapts the curriculum and learning environment

Teachers plan very carefully and differentiate work according to the ability of pupils. Work in class is differentiated by task, support and expectation to personalise learning and support children to make progress. Learning tasks may be modified in some circumstances or additional learning resources made available for pupils to use. Independent learning however is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support.

Pupils may have access to laptops and I Pads to support Special Educational Needs or Disability as appropriate. We have play leaders and TA's to support pupils at lunchtime and to help develop key skills.

e. Additional support for learning that is available for pupils with SEN

- A Teaching Assistant (TA) is a member of staff who works under the direction of a class teacher and the Phase Leader.
- In our school TA's are responsible for supporting the learning of small groups of pupils in class; they also may work on a 1:1 basis or with a small group delivering interventions at set times during the school day to support the progress of individual pupils. Intervention programmes we use include: Circle Time, Precision Teaching, Toe-by-Toe, Hornets and Word Wasps.
- Small groups of children may receive additional support in a particular area, such as spelling. This work will always be directed by the class teacher.
- Other education or healthcare professionals such as an Educational Psychologist, Speech and Language Therapist or Occupational Therapist may advise on specific targets, activities, strategies and resources to support intervention work with individual pupils.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

- A programme of extra-curriculum activities is offered to pupils and reviewed half termly. These are accessible to any child who wants to attend subject to reasonable adjustment duty.
- An updated timetable is published on our website. Please refer to this for further information (www.stcharlesprimary.co.uk)

g. Support that is available for improving the emotional and social development of pupils with SEN

- We have a Catholic Ethos where everybody is treated with respect. Staff and pupils model this ethos. Our Head of interventions - (Mrs C Pennington) is a

dedicated Anti-Bullying officer and children/parents/carers are able to discuss any concerns with her and Class Teachers whenever needed.

- We have a school chaplaincy team led by Mrs Starkie who are active around the school; they are available to support friendship groups. We have welfare assistants and TA's to support pupils at lunchtime and to help develop key skills. Individual pupils may require additional support that is provided in the form of a small group or individual intervention.
- We intend to become an emotionally friendly school. The SENCo is to attend a conference this academic year which will launch a newly developed Emotionally Friendly Schools Resource that will help schools to:
 - see what is currently available in terms of the best assessments and programmes that can help their children grow and progress, emotionally as well as academically
 - identify the tools to measure and understand children's emotional wellbeing

These resources will be used to further enhance provision at St Charles RC Primary School in the near future.

4. Name and Contact details of SENCO

In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO Our school SENCo is Mrs L Hackett. She can be contacted on 0161 794 4536. In the absence of Mrs Hackett you may wish to speak to Mrs C Leckey who is responsible for overseeing aspects of SEN provision and dyslexia friendly status.

5. Training

Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

All staff are trained regularly in aspects of SEN and disability, teaching and learning. For example autism training, Precision Teaching and dyslexia training.

Our SENCo is Elklan trained and is committed to training in order to achieve The National Award for SENCo Co-ordination. She regularly attends SEN meetings and training provided by Salford City Council. Salford's Learning Support Service and the Educational Psychology Service provide training in many areas and are involved in providing CPD to staff at St Charles RC Primary School.

Other specialist advice is accessed as necessary and links created with other schools with relevant experience. Some P.A.D. training time is allotted to SEN matters. In addition training/ SEND updates and information is shared/disseminated during staff meeting time.

Staff are encouraged to undertake further CPD, which support the needs of all our children, in particular children with SEND. All Inclusion developments Programmes are available to staff along with a wide range of other teaching and learning support guides and resources.

We review training needs regularly.

6. Information about how equipment and facilities to support CYP with SEN will be secured

Specialist equipment to support individual pupils is purchased as required, for example specialist seating, foot rests, desk aids and other supportive aids.

7. The arrangements for consulting parents of children with SEND

We encourage parents to be involved in their child's learning at every stage and always with the staff's full support. An induction pack is given to all Nursery and Reception parents prior to their child starting at St Charles RC Primary School. We also introduce Foundation Stage teachers; TA's and key members of staff to parents/carers at an induction evening.

Parents are advised to speak to class teachers initially regarding any concerns they may have about their child and thereafter the Phase Leader/SENco.

IEP review meetings occur three times yearly for pupils with SEND. Annual reviews for children with Education, Health and Care Plans are planned into the school year.

Meetings with outside agencies take place as and when necessary. Parents are invited to meetings with external agencies, and their views are shared as part of a review of progress. All staff are available on the playground at home time for informal discussions. We also communicate with parents via text message, phone, letter, parent's evenings, annual reports and celebration assemblies and community events. Homework activities are provided weekly to support learning both at home and at school.

8. The arrangements for consulting young people with SEND

We encourage children to talk about their learning experiences and help them to evaluate the progress they make. Regular verbal and written feedback is given by the class teacher and children are encouraged to respond to this feedback in order to make adjustments to their work or to take their learning forward. Peer Assessment and Self Assessment activities help children to reflect on the strengths of an individual piece of work as well as identifying an area for improvement.

We have established an active school council where pupils have a voice in the running of school. Children can go to the Headteacher or any member of staff to talk about pressing matters or initiatives that they are interested in. Children with an Education, Health and Care Plan complete a report (with support if necessary) commenting on their learning experiences and attitudes towards school in order to contribute to the annual review report.

9. Complaints

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

8 The procedure for complaints at St Charles RC Primary School are as follows:

Stage 1: The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, the subject or class teacher responds in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed. If the matter remains unresolved,

Stage 2: The complaint is dealt with by the SENCO or by a senior manager. If there is still no resolution,

Stage 3: The Head teacher should become actively involved. If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors.

Stage 4: The Governing Body deals with the matter through their agreed complaint resolution procedures. In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

10. Referrals

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children.

School works very closely with our Educational Psychologist. Once a decision, in conjunction with parents/carers has been made to involve EP, a referral is made. A date will be set and EP will come to school to discuss concerns with the class teacher and the parents and carry out a classroom/playground observation.

This will be followed by a 1-1 assessment. If the child is EAL, a translator may be brought in to support the assessment. This will usually be followed by a review meeting with parents and teachers in order to share thoughts, results of assessments and strategies to support the child at school and at home. It may also be deemed necessary for a child to be referred to speech and language. Again, parents' permission will always be sought. In the case of a LAC, permission may be given by the carer or the social worker.

Parents are responsible for taking their child to all external speech and language appointments. We also have the facility to seek advice from SEN Support Services. We have good links with The Salford Learning Support Service, who provide invaluable support to school on the best ways to support children with SEN. Again a referral is made with parental

consent. We work closely with the school nurse and continue to have good links with the community paediatricians.

Some children may be referred to CAMHS (Child and Adolescent Mental Health Services). There are times when a family needs to be supported in order to help the child. At times a CAF (Common Assessment Framework) may need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the need is and who is best suited to offer support in that area.

This is where we need to look at using other agencies within Children's Services to provide skilled support for the entire family, thus helping the child. We also have strong links with the EWO (Education Welfare Officer), helping children and families to improve punctuality and attendance.

The new Education Health Care Plan should help to provide a more holistic approach to supporting children and their families.

11. Contact Details

The contact details of support services for the parents of pupils with SEND in Salford, including those for arrangements made in accordance with clause 32

Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW 0161 778 0538

For children aged 0-5 Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW 0161 793 3275

Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY 0161 778 0410

Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP 0161 607 1671

Educational Psychology Service Burrows House M28 2LY 0161 778 0476

Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA 0161 793 3535 10 12.

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

The contact details of support services for supporting pupils with SEN in Salford transferring between phases of education Transition From To Support Service Contact details

Setting (0-3 years) School (3-4 years) Starting life well Educational Psychology LSS 0161 793 3275 0161 778 0476 0161 607 1671

Key Stage 1 (Primary) Key Stage 2 (Primary) Educational Psychology LSS 0161 778 0476
0161 607 1671

Key Stage 2 Key Stage 3 (Secondary) Educational Psychology LSS 0161 778 0476 0161 607
1671

For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH) 0161 603 4500

For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team 0161 793 3535 13.

13. Information on where the local authority's local offer is published

The Local Offer in Salford (LOIS) can be found at this location:

www.salford.gov.uk/localoffer.htm

Equalities Statement:

St Charles RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Charles RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.