

Our Lady and All Saints Catholic Primary School

SEND Information Report

2018-2019

At Our Lady and All Saints Catholic Primary School, we firmly believe that all children are unique individuals made in the image and likeness of God and should have every opportunity to develop to their full potential and strive for excellence in all that they do. As we are a small school, we can have a flexible approach to children's learning and can tailor specific programmes or interventions to fit in with school day. Children feel free to express their opinions and have a voice that is respected and heard. They feel confident to take risks and to learn from mistakes. We acknowledge that some children will need more support to achieve these aims and we will endeavour to tailor the educational environment to allow this to take place.

Every teacher at Our Lady and All Saints School is a teacher of every child, including those with SEND.

The Local Offer

The local offer was introduced in the Green Paper (March 2011) as a local offer of all services available to support children with Special Educational Needs and Disabilities and their families. This information sets out what is available in schools to help children with lower level SEND as well as the options available to support families who need additional help to care for their child. Lancashire's Local offer can be found via the website: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>. Here you can find more information about support available in Lancashire for you and your child.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The SEN Code of Practice 2014

Our Lady and All Saints Catholic Primary School is an inclusive school that offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems and sensory or physical needs. We tailor our support to individual need so we can maximise the progress of each pupil.

1. How does Our Lady and All Saints Catholic Primary School know if children need extra help?

There are four broad areas of need that will be planned for:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

At Our Lady and All Saints Primary School, we identify the needs of pupils by considering the needs of the whole child. This will include not just the special educational needs of the child, but other aspects of their health and development that may impact on progress and learning.

These may include

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The PROCESS by which school identifies and manages children with SEND

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

- Our Lady and All Saints Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Pupil Progress meetings are held termly between the class teacher and headteacher/SENCO. Data is entered into the school tracking system and children who are not making expected progress are identified.
- If a class teacher has any concerns regarding a child's progress a discussion can be arranged with the headteacher/SENCO as soon as possible. Parents will be involved in discussions if they have not already been involved informally.

- If additional input is required this will be agreed between the teacher and SENCO after considering all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

If after all of the above a child still does not make progress a discussion will take place with the child's parents and the child will be placed on the SEND register.

- The class teacher and SENCo will then discuss the child's needs and provision will be made to address those needs. This will vary according to the needs of the child.
- A Support Plan will be written and sent home for parental input. A meeting may be more appropriate for some children.
- The Support Plan will be reviewed at least termly by the class teacher and SENCo.
- If progress is still not being made, then referral to outside agencies will be made by SENCO.

For higher levels of need, specialist teaching, physiotherapy, occupational therapy, speech therapy and other external agencies and professionals will deliver episodes of care directly to children or leave detailed plans for school staff to follow. Some children may come to school with involvement already in place from other agencies. Staff will work closely with these agencies implement strategies and support plans within the school day.

2. What should I do if I think my child may have special educational needs?

You should speak to the class teacher first if you have concerns about your child's progress. You may then be directed to the SENCo / Headteacher. The roles of staff with SEND responsibilities are outlined below:

Class Teacher

Class 1 (Reception): Mrs Alison Dilworth

Class 2 (Years 1 and 2): Miss Adele Connell

Class 3 (Years 3 and 4) Mrs Clare Cook

Class 4 (Years 5 and 6) Mrs Jessica Watson

The class teacher is responsible and accountable for providing Quality First Teaching including:

- High quality teaching which is differentiated to each child's individual need
- Adapting the learning environment to meet individual needs
- Monitoring the progress of pupils and identifying, planning and delivering any additional support/intervention
- Devising and updating Pupil Profiles to prioritise and focus on the next steps required for individual pupils to make progress

Special Educational Needs Coordinator (SENCO) / Headteacher: Mr Shaun Kearon

Mr Kearon has completed the 'National Award for Special Educational Needs Co-ordination' and has Approved Teacher Status (ATS) from the British Dyslexia Association.

The SENCO is responsible for:

- Coordinating provision for children with SEN and developing the school's SEND policy
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome difficulties
- Providing opportunities for whole school training to ensure that all staff are confident about meeting a range of individual needs
- Working as part of the Senior Leadership Team to monitor the progress and effectiveness of provision
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the level of support their child is receiving
 - Included in reviewing their child's progress
 - Consulted about transitions to new class or school

As Headteacher, Mr Shaun Kearon is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEN
- Attending individual pupils review meetings when deemed appropriate

SEND Governor: Mr Tony Charnock

- Have regard to the SEND Code of Practice and provide strategic support to the headteacher.
- Ensure a qualified teacher is designated as SENCO.
- Ensure correct SEND information is published on the website.
- Ensure arrangements are in place to support pupils with medical conditions.
- Publish information about arrangements for admissions of disabled pupils, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access of disabled pupils, and their accessibility plans.
- Co-operating with the Local Authority.
- Questions the SEND Governor should ensure are asked on annual basis.
 - a. Do children with SEND make good enough progress?
 - b. What is the quality of provision for children with SEND?
 - c. Does the school meet its statutory requirements in respect of pupils with SEND?
 - d. How has the school improved since its last inspection?

SEND Teaching Assistants

Lyndsey Seddon, Debra Wroblewski, Val Taylor, Suzanne Pritchard, Catriona McCluskey, Louise Willan.

3. How will I know how Our Lady and All Saints Catholic Primary School supports my child?

- The class teacher will plan each pupil's education programme. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, phonics or maths then they may be placed in a small focus group or given some individual support. This will be run by the class teacher or teaching assistant. The length of time of the intervention will vary according to the pupil's need. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Pupil Progress Meetings are held every term. This is a meeting where the Class Teacher discusses the progress of all pupils in his/her class with the Headteacher/SENCO. This shared discussion will inform future planning to support all pupils appropriately.
- Occasionally a pupil may need additional support from an outside agency such as the Educational Psychology Service, Speech and Language Therapy (SALT), Occupational Therapy, etc. A referral will be made, with parents' consent, and forwarded to the most appropriate agency. After a series of assessments, recommendations may be made of how school and home can support the child to address their needs and these will be discussed with parents or carers.
- Additional support will be discussed with parents at parents' meetings unless the SENCO or class teacher deems it necessary to inform parents beforehand or parents request this information from school.
- Each term, SEND Support Plans are written by the class teacher, alongside the pupil, and shared with parents. These plans outline pupils' targets and how the targets will be addressed in school, along with information about how parents/carers can support their child at home. Parents are asked to sign a copy of the SEND Support Plan and we welcome parents in to school to discuss the plans if they wish to.

4. How will the curriculum be matched to my child's needs?

- Teachers differentiate their lessons and activities for pupils. The class teacher will tailor lessons and activities to meet the individual needs of pupils with their class.
- Teaching Assistants may be allocated to work with the pupil in a 1-1 basis or small focus group to target more specific needs.
- A SEND Support Plan which contains specific individual targets for each child will be shared with parents/guardians of pupils, as outlined in section 3. When a pupil has been identified as having a specific area of difficulty, specific targets will be set relating to overcoming their barriers to learning. This SEND Support Plan sets out their targets relating to their areas of need for the term and may include information on additional support that may be provided, if required.
- The process for implementing SEND Support is arranged into four stages as outlined in the New Code of Practice (Assess, Plan, Do, Review).

Assess:

When concerns arise, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies) so we can develop an accurate picture of the pupil's needs, attainment, projected targets, motivators, and responses to teaching approaches and interventions. This information is compared with the progress of their peers.

Plan:

After gathering information, specific, individualised targets may be set on a child's SEND Support Plan if required and an outline of the methods that will be used to achieve specific outcomes will be documented too. Targets are agreed which prioritise key areas of learning that are to be addressed. If external agencies are involved, their advice and recommendations are included in the SEND Support Plan. Any agreed actions take into account pupil's strengths as well as their learning differences. In some cases, additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning.

Do:

All SEND Support Plans are working documents. It is the class teacher's responsibility to manage the profiles including the targets and provision. Where interventions take place away from the main class, the class teacher takes responsibility and works closely with any other staff involved. The class teacher is accountable for the outcomes and therefore would discuss with the SENCO if they feel agreed support is not working, for whatever reason.

Review:

All SEND Support Plans will be reviewed termly and discussed with parents. Pupils will continue to be set targets to support their learning and the child will continue to be closely monitored through normal monitoring procedures. For children with more complex needs, termly review meetings may be held with the class teacher, SENCO and any external agencies.

5. How will I know how my child is doing?

You will be able to discuss your child's progress at Parents Meetings. SEND Support Plans outline progress towards any previous targets and indicate whether a target has been achieved. If you wish to speak in more detail to the class teacher or SENCO, please contact our school office to make an appointment.

6. How will you help me to support my child's learning?

- The class teacher may suggest ways that you can support your child.
- The SENCO/Headteacher may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

7. What support will there be for my child/young person's overall well-being?

At Our Lady and All Saints Catholic Primary School, we recognise that children with medical conditions should be effectively supported to have full access to education.

Some children with medical conditions may be disabled and where this is the case Our Lady and All Saints Catholic Primary School will comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have an Education Health Care Plan which brings together health and social care, as well as special educational provision.

There is a full Health and Safety Policy containing audits and actions which fully meet the needs of all the children including the safe keeping and management of medication.

- Our 'Administering medication' policy is followed by all staff rigorously.
- Care plans are drawn up by the school nurse, with input from the child's family and school.
- If a child has a specific medical need, staff will carry out additional training to support the needs of that child.
- All staff are aware of children with Care plans and they are available to all staff, in first aid areas.
- All staff are aware of children who have high risk medical problems.
- In all classes there are readily available lists of children with asthma or diabetes and medication is stored in a labelled safe cupboard nearby for easy access if necessary.
- All staff are aware of what to do in a medical emergency and there are First Aid trained members of staff.
- We have very good links with health and therapy services. We have regular contact with the School Nurse who can either give support for individual children or help with staff training. The School Nurse will also come into class to support any relevant topics e.g. healthy eating, hygiene, tooth care.

At Our Lady and All Saints Catholic Primary School we are a Christian family living the way of Jesus and consequently have high expectations of behaviour. Our curriculum is underpinned by Christian values. At school, we use Social and Emotional Aspects of Learning (SEAL) which is a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools. We aim to encourage children and staff to behave in a way that facilitates high quality learning and fosters positive relationships amongst all members of our community. We aim to share a clear understanding of what constitutes good behaviour and to make boundaries, reward systems and sanctions clear. All staff rigorously follow our school Behaviour for Learning Policy.

All the above is done with the intent to support the improvement in behaviour, maximising attendance and where ever possible avoiding the need for exclusion.

8. What measures does Our Lady and All Saints Catholic Primary School take to prevent bullying?

Our Lady and All Saints Primary School is extremely proud of the behaviour of children in school and works hard to deliver a curriculum that encourages children to reflect on the issues surrounding bullying from Reception through to Y6. Our Anti Bullying Policy shows the steps that are taken to ensure and mitigate the risk of bullying of vulnerable children in our school. We recognise that children with SEND are at particular risk of being bullied.

The school Anti Bullying Policy can be found in the policy section of our school website.

9. How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

We have established links with key outside services aimed at promoting the wellbeing of our children and their families including, health and therapy services, educational psychologists and family support agencies in addition to the strong partnership established with the School Nurse. We have regular contact with the School Nurse who can either give support for individual children/ families or help with staff training.

We may use the Common Assessment Form (CAF) process and Team Around the Family (TAF) meetings to facilitate links with other agencies.

10. What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

A copy of the Complaints Policy is available by request from the school office, but school would encourage all parents and carers to contact school at the earliest opportunity to discuss any issues or difficulties.

11. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.

12. How accessible is the school environment?

Our Lady and All Saints Catholic Primary School welcomes all children irrespective of disabilities.

Our Lady and All Saints is a single storey school. All doors are wide enough to accommodate wheelchairs and there is a disabled toilet.

All class bases are carpeted, and an acoustic audit has found that conditions for children with hearing impairment are excellent.

Classrooms are brightly lit, and adaptations are made for children with any visual impairment.

All staff differentiate lessons clearly to ensure all children make at least expected progress. Children with SEND are carefully monitored and additional input is carefully targeted.

All children with SEND will have a personalised support plan written and evaluated termly, in which aspirational, yet realistic targets are identified. These are shared with parents and children.

Our school Accessibility Plan can be found in the SEND section of the school website.

13. How will the school prepare and support my child when joining Our Lady and All Saints Catholic Primary School or transferring to a new school?

Transition can be a particularly anxious time for children and young people with SEND and we aim to provide as successful and smooth transition as possible.

For pupils new to the school where an additional need has already been identified, a transition review will take place prior to the pupil's admission. The parents will also have the opportunity to meet with the class teacher and SENCO to plan the provision or support needed for their child.

If your child is moving schools, we will always contact the new school's SENCO and share information about the type of provision that is required to address your child's needs. If appropriate, additional transition visits can be arranged for your child so they can experience their new school before moving. This will be arranged with the new school. All information we have on record will be passed on to the new school even if your child is no longer requiring SEN support. Transition days are organised with the local Secondary schools for all pupils and additional transition days are arranged for pupils with SEND.

When moving to a new class in the same school, information sharing sessions will take place with the new class teacher. Regular opportunities will be provided in the summer term for your child to meet their new teacher and, if appropriate, transition work books will be completed.

In some cases, multi-agency meetings may be arranged to create a more detailed transition plan.

14. How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon the needs of each pupil with additional needs.
- Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending upon individual circumstances.
- For those pupils with the most complex needs, an Education, Health and Care Plan (EHC Plan) may be requested. Specific funding will be allocated to these pupils and parents/carers will be involved in any decision making.

15. How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher, SENCo, Senior Leadership Team together with any outside agencies. Twice during the academic year, a multi-agency meeting takes place with the Educational Psychologist, TESS teacher, Headteacher and SENCO, in order to review the school's needs. Decisions are based upon termly tracking of pupil progress and the results of any external assessments. Parents/carers will also be informed in this process.

16. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education and will be invited to school to do so at appropriate times throughout the school year. Parents and carers are always welcome to bring an additional adult to accompany them when attending such meetings.

17. Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO/Headteacher.

Date to be reviewed: September 2019