

Special Educational Needs and Disabilities Information 2018-19

St. Edward's Catholic Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes for all our pupils. This is achieved through a warm, caring environment that fosters a sense of self-worth and high esteem amongst all pupils. It is an ethos that understands and celebrates the individuality of its pupils and their differing skills and abilities and one which encourages all pupils to reach their full potential, academically, spiritually, morally, socially, creatively and physically.

We have high expectations of all our pupils and are committed to providing additional support at the earliest stage within the resources available to school. We endeavour to include the children and to listen to their personal views within this process whenever possible.

Our Special Educational Needs and Disabilities Coordinator (SENDCo) is: **Miss Kate Woodcock**

Children and Families Bill 2013

The Children and Families Bill takes forward the Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed. The Bill will reform the systems for Special Educational Needs and Disabilities (SEND), adoption, looked after children and family justice.

The Government is transforming the system for children and young people with SEND so that their best outcomes are met through consistent support from all services involved. The Bill will extend the SEND system from birth to 25; giving children, young people and their parents/ carers greater control and choice in decisions.

1. How does St. Edward's Catholic Primary School know if children need extra help?

We know when pupils need help if:

- *concerns are raised by parents/ carers, staff members or the child*
- *limited progress is being made*
- *there is a change in the pupil's behaviour or progress*

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

- *The class teacher is the initial point of contact for responding to parental/ carer concerns*
- *Parents are also welcome to contact the school SENDCo Miss Kate Woodcock, via the school office on 01937 843946*

2. How will school support my child?

We offer the following according to your child's individual needs:

- *quality first teaching*
- *a curriculum to match their needs*
- *enhanced access to specialist equipment*
- *in class support*
- *one to one or small group work*
- *additional help from other services depending on your child's needs such as:*

Health Services:

Speech and Language Therapy, Health visitor, Physiotherapy, Consultant Paediatrician, Child Development Centre, Occupational Therapy, School Nurse

Educational Learning Support Services:

Educational Psychology, Early Years Action, Visual Impairment Team, Hearing Impairment Team, Autistic Spectrum Disorder Team, Complex Needs Team and Special Educational Needs Support Team (ISPS).

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

- *When a pupil has been identified with special needs their work will be further differentiated to enable them to access the curriculum.*
- *Your child may access targeted intervention through 1:1 or small focus groups with other adults in school.*
- *If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips, focus word/maths mats or ICT equipment.*

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

- *We have an open door policy and welcome regular informal chats between parents and staff involved with your child's learning.*
- *Parents can contact the SENDCo with any questions or concerns they may have.*
- *If your child has a Personalised Learning Plan (PLP) their progress will be discussed during the target review process.*
- *Appointments can be made to speak in more detail to the class teacher or SENDCo.*
- *You will be able to discuss your child's progress at regular parents' evenings.*

5. How can I help support my child's learning?

- *We work in close partnership with parents/ carers and will have regular discussions as needed about how best we can work together to support your child.*
- *The class teacher and other staff involved may suggest ways that you can support your child.*
- *The SENDCo may meet with you to discuss how to support your child.*
- *If your child has an PLP there will be a discussion at the initial target-setting meeting that will include ways that you can support your child.*
- *If outside agencies have been involved, suggestions or supporting activities may be provided that can be used at home.*

6. What support will there be for my child's overall well-being?

All our staff are committed to ensuring the safety and well-being of all the children at St. Edward's Catholic Primary School. It is our primary aim to make sure that all our pupils feel safe, happy and secure when in our care.

We offer a wide variety of pastoral support for pupils who are encountering social and or emotional difficulties. These include:

- *Support from "Support and Guidance team" including Family Support Workers and TAMHs/CAMHs*
- *Members of staff being readily available to speak to pupils who wish to discuss any issues or concerns.*
- *At the start of the new school year, all children name two members of staff in a worry card who they would speak to if they have any worries.*
- *Children and staff generate good relationships which are used to support children that may be struggling.*

- *Worry boxes in all classes where children can write a worry which can be discussed with the class teacher/learning mentor.*
- *Social groups and support groups especially created to support a child or group of children. They may work with outside agency staff, who are brought in.*
- *KS2 children can choose to stay inside during break/lunch time and play games which helps those children who find play times difficult.*

We work closely with professionals and parents/ carers of children with medical needs. All staff undergo basic first aid training and in addition, staff are specially trained in the administration of more specialised medical requirements, eg epipen

6. What specialist services and expertise are available at or accessed by the school?

As an inclusive school we have a wealth of experienced and highly qualified staff who collectively have the expertise to support a wide range of needs.

At times it may be necessary to consult with outside agencies to receive further expertise.

This can include:

- *Autism Outreach Team (STARs)*
- *Child Protection Advisors*
- *Educational Psychologist*
- *CAMHS (Child and Adolescent Mental Health Service)*
- *Complex Needs*
- *Attendance Team*
- *Inclusion Team*
- *Social Services*
- *School Nurse*
- *Speech and Language*
- *Occupational Therapy*
- *Physiotherapy*
- *Portage*
- *Medical Professionals*

7. What training and development is done by staff supporting those with SEND?

As part of on- going professional development, the teaching staff regularly receive additional training relating to different aspects of SEND. This can be general (e.g. phonics, behaviour or Dyslexia awareness) or specific to individual pupils or several pupils throughout school with similar needs. This training is provided by the School Support Service or other specialist support agencies who have individuals with a lot of experience within these identified areas. As part of the EPOSS Cluster, school can also access advice, resources and training from two specialist schools within the local community. Support staff (i.e. teaching assistants) also have the opportunity to access some of this training.

When appropriate, school will also invite parents to share their knowledge and experience with staff. Whenever possible, school will endeavour to release teachers and support assistants to be involved in reviews relating to individual pupils with a specific need who are accessing external specialist support.

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

- *As an inclusive school we adapt, differentiate and further support all children so that they can be included in all activities.*
- *Risk assessments are carried out and procedures are put in place to enable all children to participate safely.*

9. How accessible is the school environment?

St. Edward's is accessible with a sloped approach to the main door. Outside the hall there is a lift which allows access to the library, KS1 and KS2 classrooms. There is a reserved parking space at the front of the building to ensure easy access at the start and end of each school day.

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

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- *Established links with all local schools including St. John Fisher's Catholic High School, Boston Spa Academy, Wetherby High School and Tadcaster Grammar School*
- *Discussion between the previous or receiving schools prior to the pupil joining or leaving*
- *Handover discussions between parents/carers, child and teachers*
- *All pupils attend a transition session where they spend time with their new class teacher*
- *In-school and between-school transition social stories*
- *Additional visits arranged for pupils that may need extra time in their new school or setting*
- *Class teachers and the SENDCo are always happy to meet with parents/ carers prior to their child joining the school*
- *Secondary school staff visit pupils prior to them joining their new school*
- *Miss Woodcock will liaise with SENDCos from schools that pupils will be joining and pass on information regarding pupils with SEND*
- *Where a pupil may have more specialised needs, a separate meeting and individually tailored transition procedure may take place as appropriate*

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

The school's SEN budget is allocated each financial year and is based on a national formula taking into account current needs of pupils at our school. Where children have complex or severe needs, school may apply for "top up" funding based on strict criteria in order to meet the specific need of the child.

The Assessment Co-ordinator (Miss Welburn) closely monitors the progress of all pupils throughout the year in line with a well- established assessment calendar. Termly pupil progress meetings are held for those pupils who are not making the progress expected. At these meetings, the Assessment Co-ordinator and class teacher meet to discuss the nature of the difficulty and how this pupil may benefit from additional support. This is shared with the Head Teacher and the SENDCo. If there is a special need, then the SENDCo and class teacher create a PLP which is discussed with parents. The SEN budget, in conjunction with the school budget, supports the employment of Teaching Assistants (TA's) who work with individuals or groups on intervention work and the purchase of specialised resources to support learning needs such as Numicon (mathematics), Toe by Toe (Dyslexia) or specific IT programmes. The effectiveness of intervention with regards to progress made is closely monitored to ensure spending is having a positive impact. The Head teacher is responsible for monitoring this process and reports regularly to the Finance Committee representing the Governing Body.

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

Through working in close partnership with parents and carers we regularly meet to discuss children's progress and learning.

This maybe through:

- *Informal day-to-day discussions with the class teacher or support staff*
- *Parent evening consultations*
- *During discussions with Miss Woodcock (SENDCo) and other professionals*
- *PLP reviews where appropriate*
- *Annual reviews where appropriate*

13. How are parents and carers involved in the school?

Parents are eligible to apply to be a member of the Governing Body and therefore be involved in the strategic vision of the school and being a “critical friend” to the Head teacher in the day-to-day running of the school.

St Edward’s has a very active Parents’ Association (Friends of St. Edward’s) that raises money to support the school curriculum by supporting school events and fund raising for additional resources. School offers several opportunities for parents to be involved. These include supporting whole school / class events and whole school collective worship, helping in school on a voluntary basis and sharing specific skills or expertise to enhance the curriculum. Parental support with extra-curriculum provision such as clubs and competitions is also appreciated.

Parents are encouraged to work in partnership with school to support learning at home through help with homework and reading. At the start of each academic year information meetings are held to inform Parents how they can best support their child and the school website gives further information regarding individual classes and school events, as well as links to learning resources and our Maths games to use to support children.

To discuss any issues regarding your child then please make an appointment to speak to the class teacher or SENDCo.

14. Where can I access further information?

The following relevant policies and resources are available from school – please just ask:

- SEND Policy
- Inclusion Policy
- Medical Policy

To find further information about local services please refer to Leeds Local Offer website <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

Table of Acronyms & Definitions

Acronym	Definition
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
PLP	Personal Learning Plan
IBP	Individual Behaviour Plan
EHCP	Education, Health and Care Plan
TaMHS	Targeted Mental Health in Schools
TA’s	Teaching Assistants