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| Special Educational Needs & Disability InformationReport |
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| **Date Last Reviewed** | 25.2.21 |
| **Review Schedule** | Annually |
| **Head Teacher** | Mrs W Walsh |
| **Special Educational Needs and Disabilities Co-ordinator (SENDCo)** | Mrs J Clay |



25/2/21

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| **How we identify if a child needs additional support** |
| Following discussion with parents in identifying a child as needing SEND support, the class teacher working with the SENDCo carries out a clear assessment of the pupil's needs. This is carried out using the teacher's assessment, understanding and knowledge of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers, national data, the views and knowledge of parents, the pupil's own views and, if relevant, advice from external agencies. Where it is decided to provide a pupil with SEND support, parents are informed. The teacher and SENDCo in consultation with the parent and the pupil agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour. All teachers and support staff who work with the pupil are made aware of their needs, individual targets and any teaching strategies or approaches that are required. These are all outlined in the pupil’s Learning Support Plan.  |
| **How we will consult parents & children & involve them in their education** In addition to our parent consultation evenings and reporting arrangements at which the SENDCo is always available for further discussion and support, there will be opportunities to discuss a child's Special Educational Needs as well share the Learning Support Plan at other SEND review meetings. If a child has Speech, Language or Communication difficulties, parents can request an assessment by the Speech and Language Therapist ( SALT). Parents will be informed if an outside agency referral is needed and they will be involved in the process wherever possible in order to get the best possible support for their child. Parents will be informed of the outcomes and if support is necessary, they will receive regular updates of progress. The SENDCo or a child's class teacher are also available to discuss SEND pupil's progress and next steps. The school also offer parent training/ learning events and workshops.  |
| **How we will assess & review pupils with SEND progress towards outcomes** We follow the assess, plan, do, review graduated approach which allows regular review of a pupil’s individual progress and provision. The progress of all children in school is tracked closely using a range of methods. Using the computer programme 'O Track' all pupils' progress is monitored each term. In addition B squared assessments will be used for identified pupils in some areas of the curriculum to demonstrate smaller steps in progress. Pupils identified as SEND in the Foundation Stage will be assessed against the developmental outcomes. In some cases, pupils may also be assessed using the progression framework in order to assess pupils' life skills.   |
| **How we will support children in moving between phases of education** **& / or preparing for adulthood**  Transition arrangements are very carefully considered by working with the child's new class teacher or new school staff. The involvement of the child and parents in these arrangements are firmly established in the excellent practice of our school. These are overseen by the SENDCo and senior leaders. Provision is planned to ensure that children make all transitions as smoothly, confidently and happily as possible. When a pupil is moving school, we will ensure that we pass on all information to the school's SENDCo so they are aware of any special arrangements or support the pupil needs. We will ensure that any pupil records are passed on as soon as possible. Where an EHCP is in place, a preference for their educational setting will be made during the annual review process the year prior to their transition to high school. This enables the local authority to consult and request placements at the preferred school.   |
| **Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND** At Corpus Christi Catholic Primary School quality teaching enables all children to access the curriculum which is differentiated to meet the needs of every child. If a child has complex, specific or general learning needs they may have a Learning Support Plan or Individual Behaviour Plan (IBP) which details special arrangements. Pupils may be taught in smaller teaching groups, withdrawn from class for specialist intervention programmes or work 1 to 1 with an adult. Additional specialised resources may also be provided including the service of Catholic Care counsellor, a Catholic Care Educational Psychologist (EP) and Speech and Language Therapist ( SALT).  |
| **How we train our staff who provide support to pupils with SEND & the existing expertise they have**Children in school receive support that is specific to their individual needs. This may be provided by the class teacher or may involve : * Other staff in school including the SENDCo
* Staff who visit the school from STARS or the SEND and Inclusion team (SENIT)
* Speech and Language Therapy (SALT)
* Catholic Care counselling
* Occupational therapy
* Educational Psychologist advice and support
* Physiotherapy, medical experts and other outside agencies

When working in school, all staff are offered coaching and often work alongside professionals such as the speech and language therapist and educational psychologist in order to develop their skills and understanding. When staff access additional training off site this is cascaded down in the means of staff training sessions, allowing all staff to have the most up to date information. Also the school have received recent additional whole staff training such as the Autism Education Trust training and whole staff training from the Educational Psychologist. We employ a speech and language therapist to work one day a week. This resource is used to enable assessments and observations to take place as well as also coaching and modelling sessions so that support staff can complete work with pupils throughout the week.  |
| **How we evaluate the effectiveness of the provision made for pupils with SEND** Pupil progress is rigorously monitored using both teacher and more formalised summative assessment. From tracking progress, we evaluate how effective our provision is. Also B Squared is used as an assessment tool for identified pupils to allow all school staff to know how effective interventions are. Learning Support Plans are reviewed regularly allowing evaluation of specific provisions for individuals, The Head Teacher reports on all aspects of the school to governors. In addition the SENDCo reports to governors on SEND provision and shares additional information where appropriate with the identified governor Mr Sto Thomas.  |
| **How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement** We are an inclusive school where everyone is valued. All children with SEND are supported to access our curriculum and extracurricular activities including educational visits, residential visits, extra - curricular clubs, activities and sporting events, including inclusion events. Reasonable adjustments are made to ensure inclusion and risk assessments are undertaken for many activities, highlighting any special provision in place to ensure that all pupils can access the activity in a safe manner.   |
| **Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year** **3**  |
| **How we engage with other bodies such as health, social care & LA support services in meeting a pupil SEND requirements & supporting their family** We have excellent partnerships with a range of professionals who provide us with specialist advice. Following discussion with parents, referrals are made to the appropriate team. These include but are not confined to Educational Psychologists, Speech and Language Therapists, Paediatricians, School Nursing, Cluster therapeutic play workers, Cluster parent support, SENIT (Special Educational Needs Inclusion Team) and Catholic Care counselling services. The school has employed a speech and language therapist and speech and language assistant and an educational psychologist to work additional hours within school. Outside professionals who are linked with the school usually work with a child to gather information to enable them to assess a child's needs and advise the school on new and appropriate targets for a child's personalised plan. They are able to provide advice on the ways in which the school can help a child achieve the targets that are set. Following the receipt of advice from outside agencies, a copy of the report is sent home along with an invitation for parents to come and discuss it with the class teacher and or SENDCo. All staff supporting this child will have the appropriate training**.**  |