

SEND Information Report

St Charles Catholic School



As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

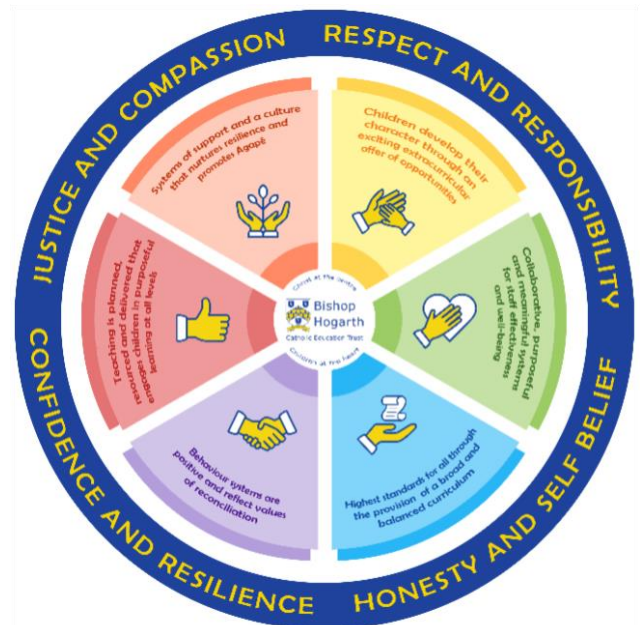
Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.



Our school's approach to supporting pupils with SEND

At St Charles we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At St Charles we have appointed a Designated Teacher for Looked after Children and SENCO (Mrs L Thompson) to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

At St Charles we ensure that all pupils, regardless of their specific needs make the best possible progress.

How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND.

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

1. Assess

Pupil assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement. Thorough observation and assessment of all children enables staff at St. Charles to identify children who have potentially have special educational needs. Pupil assessments provide important information for pupil review and support meetings. Assessment data is also used to gather evidence for referral to external support agencies.

As a school we measure children's progress in learning against National expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6.

Children who are not making expected progress are picked up through pupil progress meetings with the class teacher, SENCO and Deputy or Head teacher to discuss what further support can be given to aid progression.

We offer an open door policy where parents are welcome to make an appointment to meet with either the class teacher or SENCO and discuss how their child is progressing. We can offer advice and practical strategies to support parents and families.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

2. Plan

During the planning stage teachers, support staff, SENCO, the child and their family agree on support required and the expected outcomes.

The following prompt questions may help class teachers with this process:

- How will you explore and prioritise target area(s) of need that have been identified through the assessment process?
- How will you communicate and work with the child or young person, their parent carers and other adults to provide consistency of approach and build upon their existing strengths?
- What resources will you need to provide support for the child and young person? How can these also be used to build upon their strengths?
- What resources do you already have that could be useful? Is there an inventory that is regularly updated? Are all staff aware of the resources and how to access them?
- Are there any staff training needs? Consider those of support staff that may interact with the child or young person. Think about staff deployment including appropriate training and the quality of working relationships with the child or young person.
- Do interventions need to be modelled?
- Who will have ownership of, and responsibility for, delivering the plan?
- How will the planning be recorded?
- Does all planning focus on measurable outcomes? All planning should be *Specific, Measurable, Attainable, Realistic, Time limited (SMART)*
- How will progress be measured? Consider holistic progress including the child or young person's social and emotional development as well as academic progress.
- Has a review date been agreed and who will be responsible for arranging this?
- Refer to outside agencies as appropriate. Be aware of waiting times. How will you continue to support the child or young person whilst seeking external advice?
- How will you maintain a focus on promoting age appropriate independent learning skills? Include developing independence activities in your planning and target setting.
- How have the plans been developed and shared with the child, young person and their parent carer? How will they be involved in reviewing the plans and progress that is made?

3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning. Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.

Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

A reflective and meaningful review is pivotal to ensuring that support is timely, appropriate to need and builds upon the child or young person's strengths.

The key questions that underpin the review phase of the graduated approach cycle for class teachers are:

- How has your understanding of the child or young person, in terms of their strengths and needs, increased as a result of the actions that have been implemented?
- Are there any other areas which you need to consider or explore further?
- What is the reasoning behind any decision to amend the plan or its objectives, or to continue as they were?

Consider the following as part of the review phase:

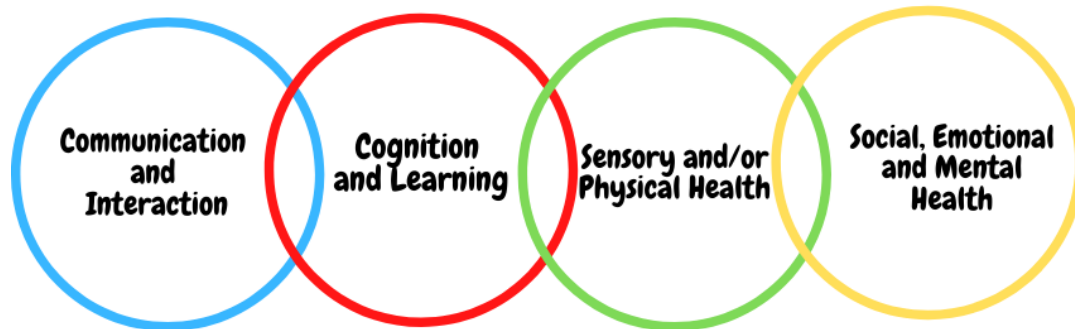
- Have you evaluated the measures agreed at the planning stage?
- Consider repeating the initial assessment to provide data to measure progress.
- Has the child or young person made progress? What is the child or young person's view and understanding of their progress?
- Build on strengths: What went well? What made a difference? Consider the strategies, teaching, scaffolding and quality of interactions between key adults and the child or young person.
- Reflect: Was the support agreed implemented effectively and consistently?

If little or no progress has been made, consider:

- Whether the assessment tool used was appropriate to capture the changes.
- Did any implementation issues have an effect on the child or young person's ability to access interventions and support?
- Are there any other factors which may be impacting on the child or young person's ability to self-regulate and learn?
- Build up a richer picture: What further assessment would be helpful? Consider recording information on the Interactive Factors Framework to develop a comprehensive understanding of the child or young person.
- Consider whether there will need to be a change of intervention or delivery. Adapt the plan or delivery accordingly.
- Consider whether referrals to outside agencies would be useful.
- What is the child or young person's view of their progress? Find out what they would like to work on next.
- Meet with child or young person and parents to share progress and agree new targets.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction

Strategies to support children with these needs include:

When it comes to communication and interaction, children with SEN may have difficulties in areas such as understanding verbal and non-verbal language, being able to express themselves through spoken language, or communicating with peers and adults. This can be especially true for those with conditions like Autism (ASC/Autism/Aspergers) or Speech, Learning and Communication Needs (SLCN).

Children with communication and interaction difficulties can struggle with developing social skills, making friends and engaging with activities. As a result, these children may need extra help and support in order to access education. This could include providing resources that support their individual learning needs, such as visual aids, speech and language therapy, or even access to a specialist teacher.

Pupils in this category might require some, or all, of the following.

- A setting that is well-structured, task-orientated and has clear goals.
- A quiet, distraction-free learning area.
- Help with acquiring, comprehending, using language and articulation.
- Help with acquiring literacy skills, organising and co-ordinating written and oral language.
- Help with using different means of communication confidently and competently for a range of purposes, including formal situations.
- Help in expressing, comprehending and using their own language, where English is not the first language.
- Visual timetables
- Support / supervision at unstructured times of the day.
- Social skills programme / support including strategies to enhance self-esteem.
- Small group work to improve skills.
- ICT is used to support learning where appropriate.
- Strategies / programmes to support speech and language development.
- Strategies to reduce anxiety / promote emotional wellbeing.
- Where appropriate we will use support and advice from other partners to meet the needs of pupils.
- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Flexible teaching arrangements, adapted curriculum and resources

Cognition and Learning

Strategies to support children with these needs include:

When it comes to cognition & learning, there are four main areas: Specific Learning Difficulties (SpLD), Mild to Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Profound Multiple Learning Difficulties (PMLD).

The most common form of learning difficulty is SpLD, which includes Dyslexia, Dyscalculia, and Dyspraxia. People with SpLD may require extra support in their academic learning and literacy skills. They may also benefit from a range of techniques to assist with learning, such as breaking down tasks into manageable chunks or using visual aids.

MLD involves difficulties with academic learning and literacy skills that are more severe than SpLD. Students may need additional support with problem solving, reading comprehension, maths, and written language. They may also require more time to complete tasks.

SLD can have an impact on the way students learn, understand and retain information, as well as their ability to communicate effectively. Students with SLD may require specialist teaching to meet their needs.

PMLD affects students' ability to understand and process information, as well as their physical, sensory and communication needs. They may require high levels of support in order to access learning, including specialist equipment and care.

These pupils might require some, or all, of the following.

- Help with processing, language, memory, reasoning, sequencing and organisational skills.
- Help and support in acquiring literacy and/or numeracy skills.
- Help in organising and co-ordinating written and spoken English to aid cognition.
- Help with problem-solving, developing concepts.
- Support in the use of technical terms and abstract ideas.
- Programmes to aid the improvement of motor skills.
- Help in understanding ideas, concepts and experiences, when information cannot be gained through first-hand sensory or physical experiences.
- Encouragement to reflect on their learning.
- A seat near the front of the class.
- Alternative ways of recording information.
- Instructions that have been broken down into a smaller number of steps.
- Provision to support access to the curriculum and to develop independent learning.
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.
- ICT is used to reduce barriers to learning where possible.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.
- Flexible teaching arrangements, adapted curriculum and resources

Sensory/Physical

Strategies to support children with these needs include:

Sensory impairments can include visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), and physical disability (PD).

Visual impairments include conditions such as blindness, low vision, colour blindness, or partial sightedness. Hearing impairments range from total deafness to partial hearing loss. MSI is the combination of a vision and hearing impairment, often resulting in a more profound effect on the individual's ability to interact and communicate. Lastly, physical disabilities can include conditions such as cerebral palsy, muscular dystrophy, or spina bifida.

Sensory and physical impairments can have a major impact on an individual's ability to learn. For example, a child with a hearing impairment may have difficulty understanding verbal instructions, while someone with cerebral palsy may not be able to physically use a computer or hold a pen. It is therefore important that the learning environment is adapted to meet the specific needs of individuals with these types of impairments. This can involve using assistive technology such as hearing aids or other devices, as well as specialized teaching methods that incorporate tactile materials and visual aids.

Special educational needs provision should also strive to promote independence and social inclusion. For instance, people with visual impairments can benefit from having access to materials in Braille or large print format, while those with physical disabilities may need assistance with daily activities such as getting dressed or moving around. In addition, individuals with sensory and physical impairments may require support from professionals such as physiotherapists or occupational therapists to help them achieve their goals.

Some of the following strategies may be necessary.

- Appropriate seating, acoustic conditioning and lighting.
- Adaptations to the physical environment – for example, to make classroom layout more appropriate or allow wheelchair access.
- Access to alternative or augmented forms of communication.
- Provision of tactile and kinaesthetic materials.
- Access to different amplification systems.
- Access to low vision aids.
- Specialist aids, equipment or furniture to allow access to all areas of the curriculum.
- Regular and frequent access to specialist support.
- Support and advice is sought from outside agencies to support pupils, where appropriate.
- ICT is used to increase access to the curriculum.
- Support to access the curriculum and to develop independent learning.
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.
- Access to Medical Interventions.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.
- Staff understand and apply the medicine administration policy.
- Access to disabled toilets / facilities.
- Flexible teaching arrangements, adapted curriculum and resources.

Social, Emotional and Mental Health

Strategies to support children with these needs include:

Children and young people with special educational needs may experience difficulties in their emotional, social and mental health. These can include anxiety, feeling isolated or withdrawn, engaging in challenging and disturbing behaviour, self-harming, depression, eating disorders and substance misuse.

It is important that these issues are identified early so that appropriate interventions and support can be put in place. Schools must provide an environment where children feel safe, secure and respected, and where they are given the opportunity to express their feelings and manage any difficulties they may be facing.

Counselling, mentoring and other forms of psychological therapies can help children develop positive coping strategies and build resilience. A nurturing environment with consistent, clear boundaries can help a child understand their emotions and behaviours. It is also important for adults to listen to young people's concerns, respect their thoughts and feelings, and provide them with the tools to manage their emotions.

Pupils with these types of difficulty might require some, or all, of the following measures.

- Help in developing social competence and emotional maturity.
- Help in adjusting to school expectations and routines.
- Help in acquiring the skills of positive interaction with peers and adults.
- Specialised behavioural and cognitive approaches.
- Refocusing, to diminish repetitive or self-injurious behaviours.
- Class or school systems that control or censure negative or difficult behaviour.
- Provision of a safe and supportive environment.
- A referral to Child and Adolescent Mental Health Services (CAMHS).
- The school ethos values all pupils.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- Support and advice is sought from outside agencies to support pupils, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.
- Outdoor learning is used to offer a different approach to the curriculum.
- Information and support is available within school for behavioural, emotional and social needs.
- Flexible teaching arrangements, adapted curriculum and resources.

What training is provided for staff supporting children with SEND?

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities according to professional development needs including:

- In house CPD on:
 - Compliant paperwork
 - Best classroom strategies using evidence based practice
 - SEN focussed projects on accessible resources and adaptive teaching
- Bishop Hogarth Trust Training:
 - SENCO Network Meetings
 - NASEN Workshops and shared best practice
- NHS Foundation Trust Training
 - A variety of Speech, Language and Communication Training opportunities

How do we support transition in our school?

Transition within classes/key stages:

Transitions may cause your child anxiety and it is important for parents, education staff and other professionals to work together and give them the help and support they need. Transition planning will also be discussed and planned for when your child moves between classes or years. This can help to ensure a smooth handover into their new class or year group. Speak to your child's education setting or school to plan for this.

Before every transition stage, St Charles will organise a planning meeting. This should happen regardless of whether a child with special educational needs and disabilities has an Education, Health and Care plan or not. The planning meeting will help everyone to discuss the needs of the child and decide on what support is required.

It can help your child to transition well between settings if they have:

- regular visits to their new class or key stage
- the opportunity to meet key staff
- their new timetable so they can talk about any concerns before they start
- a visual timetable if necessary
- photos of your child in the setting as well as photos of the different areas within the school, including key staff. This will give them reassurance and familiarity in the lead up to moving to their new school or setting.

Transition to Secondary settings:

If your child has an EHCP, staff from the school which pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage 2 to 3 transition. This ensures that staff become aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of pupils.

No matter whether your child has SEN with or without EHCP needs, the SENCO and class teacher will have dedicated meetings with secondary school SENCOs to ensure they have all relevant information to support effective transition.

Pupils also participate in the transition arrangements of our secondary schools, which includes for some children, additional activities with the transition school which the child will be transferring to the following academic year.

Where can I get further information about services for my child?

The Local Offer

The Local Offer includes what is available in the County Durham area for children and young people with special educational needs and disabilities (SEND) during their time in education.

It includes:

- sources of support, advice and information
- education, health and care provision
- arrangements for identifying and assessing children and young people with SEN
- how services can be accessed (including eligibility criteria) and how decisions are made
- arrangements for supporting children and young people move between school phases
- services to support young people in preparing for adulthood and independence
- leisure activities
- arrangements for disagreement resolution, complaints, mediation and appealing to the SEN Tribunal
- information on the review and development of the Local Offer itself

The link to access the County Durham Local Offer is <https://www.durham.gov.uk/localoffer>.

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

At St Charles Primary School, we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled.
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan.

Activities Outside of School

We provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he/she may be more anxious about a trip out of school and could need a withdrawal space. In that situation, we would make every effort to familiarise the child with the trip beforehand, consult with the trip provider and provide any additional adult support required.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

Head Teacher/SENCO: Mrs Lisa Thompson

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Durham Road,
Spennymoor,
DL16 6SL
Tel: 01388814285

Name of school SEND governor.

Vanessa Mains