***St Ignatius Catholic Primary School***

***Our School Offer for pupils with SEND – Our Guide for Parents***

***2018 - 2019***

St Ignatius Catholic Primary School, is committed to meeting the needs of all

pupils including those with special educational needs and disabilities (SEN).

Our expectation is that pupils and young people with SEN will receive an

education that enables them to make progress so that they:

* achieve their best
* become confident individuals living fulfilling lives
* make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN gets the

support they need – this means doing everything we can to meet the pupils special

educational needs.

**About this Information Report**

This report answers some of the most frequently asked questions about the school and special educational needs.

We will review and update this information report regularly to reflect changes and feedback.

This is a draft document which is in the process of consultation with parents and staff.

The date for the review of this report is **July 2019**.

If you need any more information please see our SEND Policy orcontact Veronica Curran (Inclusion Manager/ SENCo and Assistant Head Teacher ) via the school office.

***Frequently Asked Questions***

1. **What does SEND mean ?**

The term SEN describes the needs of pupils who have a difficulty or disability which makes learning harder for them than for other pupils of the same age.

SEND can cover a broad spectrum of difficulty and disability and pupils may have wider ranging or specific difficulties.

1. **What kinds of Special Educational Needs (SEND) does the school cater for?**

St Ignatius Catholic Primary School is a mainstream primary school and welcomes pupils and young people with SEN in one or more of the following areas:

* **Communication and interaction**

e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger’s Syndrome

* **Cognition and learning**

e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia.

* **Social, emotional and mental health difficulties (SEMH)**

e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder

* **Sensory and/or physical needs**

e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy

( It is important to note that whilst accessibility is a high priority of our school, it is not possible to ensure it for all buildings particularly Anne Line )

* **Medical needs**

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

1. **What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?**

All of our teachers teach pupils with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly.

The identification and assessment of SEN is built into the schools approach to monitoring the progress of all pupils.

We assess each pupil’s skills and levels of attainment when they first come to the school. This builds on the information from the child’s previous early years or school where appropriate, and, through the process of transition meetings, provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where pupils already have their SEN diagnosed or identified we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school.

Teachers are supported by the Senior Leadership Team to regularly assess pupils’ progress. This helps us to see any pupils whose progress:

* is significantly slower than that of their peers starting from the same baseline
* fails to match or better their previous rate of progress
* fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place ( Quality First Teaching ). Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the SENCO to carry out a clear analysis of the child’s needs and identify if they need additional support. There can be many reasons why a child doesn’t make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

We use a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils. They are summarised in the diagram below:

When considering if a child needs SEN support we takes into account :

* the pupil’s previous progress and attainment
* the teacher’s assessment and experience of the pupil
* the pupil’s development in comparison to their peers and national data
* the views and experience of parents
* the pupil’s own views
* advice from external support services, where appropriate

Further information is set out in our SEN Policy.

1. **What are the school’s policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?**

Most of our pupils with SEN have their needs met as part of quality inclusive / quality first / Wave One teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting our core offer or whether something different or additional is required.

Where provision for SEN is needed, we work with pupils and their families to plan what to do.

SEN Support

**Provision Mapping:** Adocument that is used to capture targeted and specialist interventions for those pupils that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum for the class.

**Individual Plan (LSP):** This is a one page action plan listing the targets and strategies to meet the SEN.

**SEND Support Plan**: This is a more detailed action plan listing the targets and strategiesto meet the SEN, alongside a Pupil Profile/ Passport. This plan will be supported by an external agency / agencies.

**Education Health and Care Plan (EHCP):** Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment.

An Education and Health Care Plan is issued by the Local Authority in the borough in which the pupil resides. This document sets out the special educational needs of a pupil, the provision that must be made for the pupil and any additional resources being given to the school by the Local Authority to meet those needs.

An EHCP replaces the previous Statement of Educational Need document which has been phasing out since the SEN Reforms in September 2014

The process for requesting an EHCP assessment in Haringey can be found on the Council’s website. [www.haringey.gov.uk](http://www.haringey.gov.uk). The Pupils and Families tab will direct you to the Pupils with Special Educational Needs and Disability – Local Offer. As a parent, you can also request access to further support by emailing Haringey on sen@haringey.gov.uk

Other boroughs will provide the similar services.

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for pupils with severe and complex needs. The EHP includes:

* a detailed profile of the child, their strengths and aspirations for the future
* any education, health and care needs they have
* the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
* any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

1. **How does the school evaluate the effectiveness of its provision for SEN?**

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual pupils learn best and what support they need.

We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met.

We use our data monitoring process ( including Target Tracker) to collate, review and monitor individuals through the system. Both the attainment and the progress of SEND pupils is monitored through this system.

The SEND pupil as ‘vulnerable pupils’ are a standing item on the agenda of every Achievement Team Meeting.

Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The SENCO and the head teacher report to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

1. **What are the school’s arrangements for assessing and reviewing the progress of pupils with SEN?**

Every pupil in our school has their progress reviewed regularly and this information will be shared with both parents and pupils.

We have termly Family Learning Conferences ( FLCs) where the child is at the centre of the discussion, achievements are celebrated and targets are set.

We have also more detailed structured conversations / Extended Family Learning Conferences ( EFLCs) with identified pupils and their families around their learning and progress.

We provide an annual report at the end of the school year.

Where a pupil is receiving SEN support, whether through informal discussions or more structured meetings, we provide feedback to parents more regularly. We may contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting at least three times each year. Some pupils with SEN may have more frequent reviews if they are required.

Reviews are usually led by a teacher with good knowledge and understanding of the pupil’s needs and attainment, usually the class teacher, supported where necessary by the SENCO and support staff.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

* discuss what is working well and not working well
* find out if the SEN provision has been delivered as planned
* review the pupil’s progress towards their goals and longer term outcomes
* discuss and agree clear outcomes for the future
* discuss and agree the support needed
* share advice and information on the things that parents can do at home to reinforce or contribute to their child’s progress
* identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil’s parents.

When the school has an Ofsted inspection, the Inspectors will have a focus on the progress of pupils with SEN.

1. **What is the school’s approach to teaching pupils with SEN?**

All pupils, including those with SEN, have access to a broad and balanced curriculum and Inclusive Quality First Teaching provided by your child’s class teacher. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets.

Teachers plan their lessons with the SEN of pupils in mind, which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Teaching Assistants and other more specialist staff, may be directed to work with pupils , in pairs or small groups and sometimes individually.

The type of SEN support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

We aim to ensure that through provision of Continued Professional Development (CPD) and training opportunities, staff will acquire sufficient skills and knowledge to deliver the interventions that pupils need.

1. **How does the school adapt the curriculum and learning environment for pupils with SEN?**

We are committed to meeting the needs of all pupils including those with SEN. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what pupils might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to get additional resources and support.

Teachers will be supported to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also involve working with external agencies. For example we might need to:

:

* Provide visual resources to support learning
* rearrange the layout of the classroom
* create a quiet area in the school
* buy specialist ICT software

In considering what adaptations we need to make the SENCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010).

**e) What additional support for learning is available to pupils with SEN?**

The school organises the additional support for learning into 3 different levels (also called waves).

**Wave 1 (Universal):** describes quality inclusive/ quality first teaching which takes into account the learning needs of all the pupils in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2 (Targeted):** describes specific, additional interventions provided for some pupils who need support to accelerate their progress to enable them to work at age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

**Wave 3 (Specialist):** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable pupils to achieve their potential. This may include specialist interventions and EHCPs issued to individual pupils.

 See Wave 123 overview ( Appendix 1 )



We provide additional support for pupils with SEND to be able to access assessments, including SATs tests, when needed. ( This includes extra time, prompting, readers for Maths and Writing tests, scribes, enlarged print for the visually impaired etc )

We are also able to support the administration of medication if it is recommended by health professionals.

1. **What extra curricular activities are available for pupils with SEN?**

Our school has extra-curricular activities including sports clubs, music clubs, dance clubs.

The current list of activities for this term is available through the school office.

We try to make sure that all pupils with SEN can engage in these activities of the school alongside pupils who do not have SEN. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEN the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip to Pendarren for Year 5 pupils. We will involve parents of pupils with SEN in the planning of school trips and residential to assess the benefits and risks and identify how the needs of individual pupils can be best met.

**g) What support is available for improving the emotional, behavioural and social development of pupils with SEN?**

The culture and structures within the school aim to encourage the emotional, behavioural and social development for all pupils, including those with SEN.

At St Ignatius Catholic Primary School, in line with our Vision, Aims and Mission statement ( Appendix 2 ) we believe in a culture within the school that values all pupils and supports their needs.

We have clear policies to support this – including our SEN policy, Behaviour Policy, Anti-Bullying Policy etc (Please see our website for access to these )

For pupils with more complex needs, additional in-school interventions may include:

Advice and support to the pupil’s teacher - to help them manage the pupil’s behaviour within the classroom, taking into account the needs of the whole class

Small group sessions - to promote positive behaviour, social development and self-esteem Individual action plans - to support pupils during transition periods, break times Additional support for the pupil – to help them to develop strategies to manage more effectively within the classroom Therapeutic work with the pupil/family, delivered by specialists (within or beyond the school).

1. **Who is the SEN Co-Ordinator and how do I contact them?**

Our school Special Education Needs Coordinator (SENCO) is Veronica Curran.

She is responsible for SEN provision across the school

She is also the Assistant Head Teacher.

She works closely with the head teacher and governing body as well as with class teachers and support staff.

Our school Deputy SENCo is Amanda Farrell. She is a qualified class teacher with responsibility for working alongside school staff to support the learning needs of our pupils.

If you have concerns about your child you should first speak to your child’s teacher. If concerns continue, you can discuss these with Ms Curran and/ or Ms Farrell.

The SENCO / Deputy SENCo are responsible for:

* overseeing the day-to-day operation of the school's SEND policy
* coordinating provision for pupils with special educational needs
* liaising with and advising teachers / support staff
* overcoming barriers to learning and sustaining effective teaching
* managing teaching assistants / support staff
* overseeing the records of pupils with SEN and Disability
* liaising with parents of pupils with SEND
* planning transition
* providing specialist advice and facilitating training to ensure that staff are skilled and confident about meeting a range of needs
* liaising with external agencies including the LA’s support and educational

psychology services, health and social services, and voluntary bodies

Veronica Curran - Special Educational Needs Coordinator

Amanda Farrell – Deputy Special Educational Needs Coordinator

Email: admin@st-igs.haringey.gov.uk

Phone: 0208 8002771

You can request a meeting with the SENCO by email or phone or in person.

**What expertise and training do the school staff have in relation to SEN ?**

Staff / some designated staff have received training in the following areas :

* Supporting pupils with dyslexia
* Dyslexia, Dyscalculia and Dyspraxia – the links
* Using Numicon to support kinaesthetic learning in maths
* ELKLAN training to support pupils with Speech and Language delay
* Language Link training
* Makaton training
* Speech and Language assessment and interventions
* Social, emotional and mental health difficulties
* Handwriting ( fine motor skill ) support
* Specific Learning Difficulties e.g. Downs Syndrome

Individual teachers and support staff are able to request to attend training courses relevant to the specific needs of pupils in their class.

1. **What equipment and facilities are available to support pupils with SEN?**

St Ignatius Catholic Primary School is set on one site but with 4 separate buildings:

* A two storey block (Anne Line Building) housing Year 3 and Year 4 classrooms, our school library on ground level and our school music room on the first floor. There are two separate flights of stairs to all floors with a total of 54 steps to the Year 4 classrooms on the second floor. There is no lift.
* A nursery building on a flat site at pavement level with an outside area
* The main ground floor flat site block ( Campion Building ) housing offices, administration rooms, Reception/ Year1 and Year 2 classrooms.
* A two storey block (Anne Line Building) housing Year 3 and Year 4 classrooms, our school library on ground level and our school music room on the first floor. There are two separate flights of stairs to all floors with a total of 54 steps to the Year 4 classrooms on the second floor. There is no lift.
* A two storey block ( Briant ) housing Year 5 classrooms on the ground floor, Year 6 classrooms on the first floor, and our ICT suite / Group Learning Room on the second floor. There is no lift.

Equipment available in our school for specific pupils to access at specific times includes:

* Communication books (for home and school)
* Devices for additional recording e.g. Cameras,
* SEN software
* Visual timetables

We are happy to consider purchasing other equipment if there is an agreed identified need.

1. **What are the arrangements for consulting and involving parents of pupils with SEND in their child’s education?**

All parents are encouraged to contribute to their child’s education through:

* discussions with the class teacher
* setting and reviewing targets
* parents evenings – Family learning Conferences
* during discussions with our SENCO or other professionals
* commenting and contributing to assessment, planning and reviews

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include:

* Meetings with teachers and SEN staff to discuss progress and support including ideas for home.
* Parents workshops/ meetings

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

1. **What are the arrangements for consulting and involving pupils with SEN in their education?**

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All pupils, through informal meetings and Family Learning Conferences, are consulted about their learning and how they feel about their progress.

Where pupils have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

* providing them with relevant information in accessible formats
* using clear ordinary language and images rather than professional jargon
* giving them time to prepare for discussions
* dedicating time in discussions and meetings to hear their views
* involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
* ensuring staff are skilled in working with pupils, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

* The School Council
* Pupil voice and surveys
* Pupil discussion groups with the SLT

The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible, we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child’s involvement in decisions about their support.

1. **What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?**

We are committed to providing the best service we can to all our pupils and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns, as soon as they arise, and not wait for the next formal opportunity to meet. If you have something to ask us or tell us, please contact the class teacher or SENCO.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

* the class teacher
* the SENCO
* The head teacher – through the school office
* The SEN governor (a letter can be submitted through school office)

The SEN governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on our school website.

Further information on local support for families of pupils with SEN can be found on Haringey’s website [www.haringey.gov.uk](http://www.haringey.gov.uk) ( Click Link to Pupils and Families and Pupils with SEND – local offer ).

1. **How does the school involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, we seek advice and support from specialists from outside agencies such as:

* educational psychologists
* Child and Adolescent Mental Health Services (CAMHS)
* specialist teachers
* therapists (including speech and language therapists, occupational therapists and physiotherapists)
* Social workers
* School counsellor

We always involve parents in any decision to involve specialists.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

* help us train staff e.g. autism awareness
* get more specialised advice e.g. advice on visual impairment
* carry out assessments e.g. a social care assessment
* ask for a service to be delivered e.g. physiotherapy
* setting programmes for implementation at home and in school
* review progress and plan provision e.g. at annual reviews
1. **What local support, outside of school, is there for the parents of pupils with SEN?**

Information about local support is located here: [www.haringey.gov.uk](http://www.haringey.gov.uk) /local offer

**The Parent Partnership Service – Markfield Together for Inclusion**

Gives free impartial information, advice and guidance about services for pupils, young people and families.

Email: enquiries@markfield.org.uk Website: [www.markfield.org.uk](http://www.markfield.org.uk)

This service offers a range of services to assist the parents/carers of pupils with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

1. **What are the school’s arrangements for supporting pupils with SEN when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?**

All pupils and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

**Transition guide table:**

|  |  |
| --- | --- |
|  | **Additional arrangements for pupils with SEN (examples)** |
| **In to nursery / Reception** | * Transfer of records
* Work with Haringey’s Early Years Inclusion Team
* Transition meeting with the previous setting
* Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about ‘moving on’)
 |
| **When moving to another school** | * We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.
* Transfer of records
* Transition meeting with the new setting
* Transition plan (as above)
 |
| **When moving groups/ forms/ classes in school** | * Transition meetings are held within school with the new class teacher.
* Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting.
 |
| **–Primary to secondary transition** | * Transfer of records
* Year 5 annual reviews planning meeting
* During Year 6 the SENCO will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to
* Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include morevisits to the new school and/or additional visits from the new school for the pupils where these changes are more complex
 |

1. **Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?**

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for pupils and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

* to provide clear, comprehensive and accessible information about the available provision and how to access it
* to make provision more responsive to local needs and aspirations by directly involving disabled pupils and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

* make families aware of the kind of support available to them and where to find the Local Offer
* help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting
* consult pupils and young people and their families directly in preparing and reviewing the Local Offer
* keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Haringey Local Offer: [www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)

If you live in another borough, please check their website for their own Local Offer.