SEND Information Report

'Growing, Loving and Learning in the arms of Mary'

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Parent Information

Special Educational Needs and Disabilities Information Report

Introduction

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

Q What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LAs) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Q What is the Special Education Needs Information Report?

The Special Education Needs Information Report

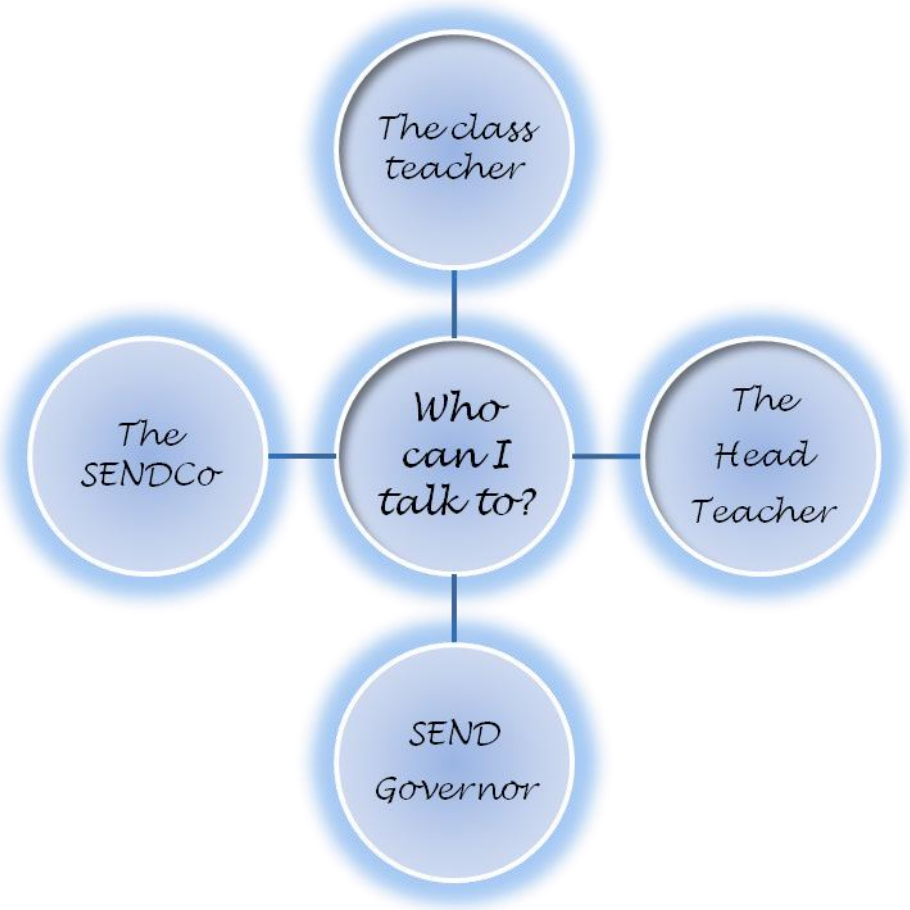
Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

Questions

Please see the 12 questions below for more information about the Special Education Needs Information Report for St. Mary's Catholic Primary School.

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational needs or disability (SEND)?



The Head Teacher – Mr Clephane

Responsible for:

• The day to day management of all aspects of the school, this includes the support for children with SEND.

• The Head Teacher will delegate responsibility to the SENDCo and class teachers, but is still ultimately responsible for ensuring that your child's needs are met.

• The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The Class Teacher

Responsible for:

•Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.

•Writing Support Plans, sharing and reviewing these with parents at least once each term and planning for the next term.

- Personalising teaching and learning for your child as identified on school's provision mapping.

•Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo - Mrs Roddy

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are

  i) involved in supporting your child's learning

  ii) kept informed about the support your child is getting

  iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of you child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

The SEND Governor – Ken Devlin

Responsible for:

• Making sure that the necessary support is given for any child who attends the school, who has SEND.

- Liaising with the SENDCo on a regular basis
- Giving regular updates to the Full Governing Body

School contact telephone number 0191 5228787

Question 2

What are the different types of support available for children with SEND in our school?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

• That the teacher has the highest possible expectations for your child and all pupils in their class.

• That all teaching is built on what your child already knows, can do and can understand.

• Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

• Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

• provided in the classroom or outside.

• provided by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies e.g. Speech and Language Therapy

SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENDCo / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Education Psychology Service (EPS).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more efficiently in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as requiring a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language Therapy (SALT) Service

For your child this would mean:

•The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

•After the request has been made to the Local Authority professional panel (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need

a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

•After the reports have all been sent in, the professional panel will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support.

•The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

•The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Question 3

How can I let the school know I am concerned about my child's progress in school?

1. The class teacher
2. The SENDCo
3. The SEND Governor

If you have concerns about your child's progress you should speak to your child's class teacher initially.

• If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).

• The school SEND Governor can also be contacted for support.

Question 4

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

• listen to any concerns you may have

• plan any additional support your child may need

• discuss with you any referrals to outside professionals to support your child's learning

Question 5

How is extra support allocated to children and how do they progress in their learning?

Budget - Allocation to SEND - Discuss children's needs - Provision map

The school budget, received from Sunderland LA, includes money for supporting children with SEND.

• The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

• The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

-the children getting extra support already

-the children needing extra support

-the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

-the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.

• Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support, are reviewed regularly and changes made as needed.

Question 6

Who are the other people providing services to children with SEND in this school?

School provision

• Teachers

• Teaching Assistants

• Breakfast club

• After school/ lunchtime clubs

• School Councillor- Felicity Cousins

• Lunchtime supervisors

Local Authority provision delivered in school

• Autism Outreach Service

• Sensory Service for children with visual or hearing needs

• Language and Learning Partnership

• Behavioural Support Service

Independent Educational Support

- Educational Psychology Service- Maurice Walsh

Health Provision delivered in school

• Speech and Language Therapy Service

• School Nurse

• Occupational Therapy

• Physiotherapy

• Child and Adolescent Mental Health Service (CAMHS)

- Child and Young People Service (CYPS)

Question 7

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

• The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism and speech and language difficulties.

• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Training opportunities depend on the specific needs of the child. Some examples include:

Training opportunities	Specific learning/ developmental need:
Autism Outreach Team (AOT) service	Autism
Language and Learning Partnership	Language, learning and communication difficulties
Sensory Team	Visual and hearing impairments
Occupational Therapy	Physical disabilities including motor skills and coordination
CAMHS	Anxiety and mental health related difficulties
Manual Handling	Physical Disabilities
Local Authority	Dyslexia and Dyspraxia
	Target setting and provision mapping for children with SEND
Educational Psychologist	Specific learning difficulties and interventions, such as Precision Teaching

Question 8

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met by using:

•Differentiation Under the direction of the class teacher, planning and teaching can be adapted to support the needs of your child where necessary. Tasks will be directed at your child's individual level.

•Recommended strategies will be used to support your child individually and in groups. This includes the implementation of advice from outside professionals, e.g. Autism Outreach Team. Appropriate resources will be used

- Specific resources will be used to support your child's learning and access to the Curriculum.

Question 9

How will we measure the progress of your child in school?

- **Your child's progress is continually monitored by his/her class teacher**
- Your child's progress is reviewed formally every term during the Review Meetings
- You will have the opportunity to share your thoughts on your child's experience at school during the Review Meetings.
- At the end of key stage 2 (year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- Your child may have an Individual Support Plan which outlines how your child is being supported in school. This will identify specific smart targets for your child to achieve. These smart targets will be reviewed in the Review Meetings, and a future plan made.
- The progress of children with a statement of SEND/ Education Health and Care Plan (EHC Plan) is formally reviewed at an Annual Review, with all adults involved with the child's development and education as required.
- The SENDCo will also check that your child is making progress within any intervention programmes that they take part in.

Intervention Programmes may include:

The Frostig Programme- perceptual skills

Talk Boost Programme- language and communication

Read Write Inc- phonetic reading strategy in EYs/ KS1 and reading intervention for small groups/ 1:1 in KS2

Precision Teaching- Suitable for pupils who struggle to learn basic literacy and numeracy skills and have difficulty in either forming memory trace (consolidation) or retrieving the memory (recall).

Special words and stories apps- For children with moderate learning difficulties, including children with Downs Syndrome. Focuses on supporting children's speech, early reading skills, vocabulary and social skills through social stories.

Healthy Heads small groups and one to one support.

Specific feelings and emotions work

Question 10

What support do we have for you as a parent of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo and Head Teacher are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The SEND Governor may be contacted for support via the school.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- The Sunderland SEND Advice Support and Information Service is available to support you and may attend Review Meetings with you. Based at the Sunderland Carers Centre: 0191 537 5764
- Individual Support Plans may be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs..
- Additional communication via online platforms, such as Tapestry may also be used as appropriate.

Question 11

How is St. Mary's Catholic Primary School accessible to children with SEND?

- The building is accessible by all children, including wheelchair users.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extracurricular activities are accessible for children with SEND.

Question 12

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving child to another school:

• We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.

• We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

• Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. Individual Support Plans will be shared with the new teacher.

• Transition plans are shared for all children in the summer term, to prepare them for new academic year.

In Year 6:

• The SENCo will discuss the specific needs of your child with the SENDCo of their secondary school.

• Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

• Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Question 13

What Social, Emotional and Mental Health support do we have for a child with SEND?

We recognise that pupils with SEND may well have a Social, Emotional or Mental Health need, and will require support in school.

• The emotional health and wellbeing of all our pupils is very important to us.

• We have a robust Safeguarding Policy in place, we follow National & LA Guidelines.

• We have achieved a gold award in the Mental Health Chartermark.

• The Head Teacher, Deputy Head Teacher and all staff continually monitor the emotional health and wellbeing of all our pupils.

• We are an Anti-Bullying school.

• We work closely with Healthy Heads (an NHS based service).

- We have three Sensory Rooms across school which are accessible for all children.
- We have a school based Counsellor.
- We liaise effectively with the Child and Adolescent Mental Health Service (CAMHS) and Child and Young People Service (CYPS).