



# ST. URSULA'S CATHOLIC PRIMARY SCHOOL

*Diocese of Brentwood*

*With God at the heart of our St Ursula's family,  
we welcome all as we learn and grow together*

## **Special Educational Needs (SEN) Information Report**

<p>What types of SEN do we provide for?</p>	<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"><li>● Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties</li><li>● Cognition and learning, for example, dyslexia, dyspraxia,</li><li>● Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),</li><li>● Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy</li><li>● Moderate and multiple learning difficulties</li></ul>
<p>How do we identify and assess pupils with SEN?</p>	<p>We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"><li>● Is significantly slower than that of their peers starting from the same baseline</li><li>● Fails to match or better the child's previous rate of progress</li><li>● Fails to close the attainment gap between the child and their peers</li><li>● Widens the attainment gap</li></ul> <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Mrs Leanne Butler is the SENCO in EYFS/KS1 and can be contacted on 01708 345200. Mrs Victoria Balcombe is the Inclusion Manager for KS2 and can be contacted on 01708 343170.</p>

What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Some children may require one to one support from an adult for periods of time during the school day and we have a teaching assistant in every class to accommodate this.

We will also provide the following small group interventions:

- Talk partners
- Lego Therapy
- Speech & Language Therapy programs
- Daily reading
- Colourful Semantics
- Colourful Therapy and Sound Therapy
- Language Links
- Setting up of 'The 5P Approach'
- Logical Sequencing
- Small group/1:1 phonics sessions
- Numicon resources for maths
- Maths partners
- One to one tuition
- Booster classes
- Behaviour plans- (positive handling training)

We work with the following agencies to provide support for pupils with SEN:

- Speech & Language Therapy Service
- Educational Psychology
- CAD 0-5/5-19 team
- Hearing/Vision Impairment Team
- Occupational Therapy
- Paediatricians
- Child and Adolescent Mental Health Services
- Behaviour Support Service
- Social Communication Services

<p>How do we adapt the curriculum and learning environment?</p>	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> <li>● Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, alternative teaching styles (e.g. kinaesthetic/ auditory/visual), adjusting the content of the lesson.</li> <li>● Adapting our resources and staffing</li> <li>● Using recommended aids, such as computers or tablets, coloured overlays, visual timetables, larger font, now and next boards, symbols, timers, etc.</li> <li>● Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, task boards etc.</li> </ul>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>We are fully committed to the principle of inclusion and the good practice, which makes it possible. All pupils including those with SEND are enabled to be an integral part of our school community. Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when:</p> <ol style="list-style-type: none"> <li>1) They will benefit from some intensive individual work on a cross curricular skill</li> <li>2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.</li> </ol> <p>All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All school trips require a risk assessment to be completed. If this suggests that 1:1 support is required for a pupil, this will be discussed with parents. All pupils are encouraged to go on our residential trip in Year 6. All pupils are encouraged to take part in sports day, our school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Children are supported to ensure they can take part in all school activities with social stories, now and next boards, timers and choice boards.</p> <p>The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an 'Education, Health and Care Plan' under the Children and Families Act 2014 and the local authority has indicated that the</p>

	<p>provision required is incompatible with that available at our school. Where a pupil due for admission is known to have special educational needs the Inclusion Manager/SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information</p> <p>The school is committed to providing an environment that allows disabled children full access to all areas of learning. The EYFS/KS1 building has two floors but <u>no</u> lift. There is wheelchair access to five downstairs classrooms. There are two disabled toilets and shower facilities. The KS2 building has two floors; there is no lift and wheelchair access to three downstairs classrooms. There is a disabled toilet.</p> <p>Our school Accessibility plan can be found on our school website.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> <li>● Everyone develops a good understanding of the pupil's areas of strength and difficulty</li> <li>● We take into account the parents' concerns</li> <li>● Everyone understands the agreed outcomes sought for the child</li> <li>● Everyone is clear on what the next steps are</li> </ul> <p>We will formally notify parents when it is decided that a pupil will receive SEN support.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupils with SEND are invited to attend the Person Centred review held when they join the school and when they are preparing for transfer to secondary school in Year 6. Their views are sought and recorded at this meeting. Pupils are encouraged to record their profile in the annual review of their Education, Health and Care Plan and termly during the review of their Individual Education Plan. Pupils are given regular verbal feedback in class to ensure they have input into their own learning. Pupils are encouraged to take ownership of reward charts and will be asked what they would like to work towards as their reward.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>We will follow the graduated approach and the four-part cycle of <b>assess, plan, do, review</b>.</p> <p>The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> <li>● The teacher's assessment and experience of the pupil</li> <li>● Their previous progress and attainment and behaviour</li> <li>● The individual's development in comparison to their peers and national data</li> <li>● The views and experience of parents</li> <li>● The pupil's own views</li> </ul>

	<ul style="list-style-type: none"> <li>● Advice from external support services, if relevant</li> </ul> <p>The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This is recorded and shared with parents using Individual Education Plans (IEPs) and the targets are reviewed termly.</p>
How do we support pupils preparing for transition?	<p>We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.</p> <p>On entry to the school parents/carers are invited to a meeting so that they know what to expect and are encouraged to discuss any concerns with the school. Where concerns are raised the school SENCO may also visit the previous childcare setting and/or a Person Centred Review Meeting may be held.</p> <p>At the end of every academic year, the pupil's current class teacher will meet with the class teacher for the next year. In this meeting they will discuss the needs of the whole child, including their IEP.</p> <p>Children in Year 2 are supported through additional visits, social stories and photo books to allow for a smooth transition to Year 3 as the children move to another building.</p> <p>For pupils in year six, the SENCO will arrange to hold a Person Centred Review Meeting (PCR). A PCR provides an opportunity for the pupil to lead a meeting to answer any concerns they may have regarding secondary school.</p>
How do we support pupils with SEN to improve their emotional and social development?	<p>The school offers a range of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include lunchtime clubs, study support, access to a Home-School Support Worker and counsellor as well as access to outside agencies. Members of staff are readily available to pupils and parents to discuss issues and concerns. Pupils with SEND are encouraged to be part of the school council. We have a zero tolerance approach to bullying.</p>
What expertise and training do our staff have to support pupils with SEN?	<p>The School's SENCO and Inclusion Manager are experienced qualified teachers who have completed the National Award for Special Educational Needs Coordination. Several of the teaching assistants have certificates in specialist areas, such as Speech, Language and Communication. Numerous staff have training in Emotional Literacy Support (ELSA). Some staff have been trained to deliver a bereavement programme (Rainbows).</p>
How will we secure specialist expertise? How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	<p>Occasionally a pupil may need more expert support from an outside agency. This support will be discussed with parents and referral forms will be completed and forwarded to the most appropriate agency.</p>

<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> <li>● Reviewing pupils' individual progress towards their goals each term (recorded on their IEP)</li> <li>● Reviewing the impact of interventions after 6-12 weeks (dependent upon the program)</li> <li>● Using pupil questionnaires</li> <li>● Monitoring by the SENCO</li> <li>● Using provision maps to measure progress</li> <li>● Holding annual reviews for pupils with EHC plans</li> </ul>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be dealt with in accordance with the school's complaints policy.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> <li>● Exclusions</li> <li>● Provision of education and associated services</li> <li>● Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Parents and pupils are encouraged, in the first instance, to speak to the class teacher if they have any concerns. Mrs Balcombe and Mrs Butler are also available to discuss any concerns.</p>
<p>What support services are available to parents?</p>	<p>The school works closely with the School Nurse to ensure pupils with medical needs are supported effectively. If a pupil has a medical need a detailed Healthcare Plan is compiled by the School Nurse in consultation with parents/carers and a member of school staff. These care plans are discussed with all staff involved and if necessary appropriate training is given.</p> <p>The SEND Information Advice &amp; Support Service (SENDIASS) provides access for Parents/Carers of Children with SEND and Children &amp; Young People with SEND to receive Information Advice and Support on SEND topics relating to Education, Health or Social Care. The new Havering SENDIASS Website can be found by following the link: <a href="http://www.haveringsendiass.co.uk">www.haveringsendiass.co.uk</a></p> <p>On the school website is a list of support agencies that parents may find helpful.</p>

Where can the LA's local offer be found? How have we contributed to it?	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. The Havering Local Offer information is available at <a href="https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0">https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0</a>
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This information report will be reviewed by Mrs Butler & Mrs Balcombe **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.