

St Saviour's C of E Academy

SEND Information Report

Summer 2020

General Statement

St Saviour's C of E Academy will provide a fully inclusive mainstream primary provision.

We strive to ensure that all pupils achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Written Summer 2020

Review Summer 2021

Principal L Davis

Signed 

Chair of Governors M Weller

Signed  Signed

What are Special Educational Needs?	<ul style="list-style-type: none"> Pupils have a learning difficulty or disability. They have significantly greater difficulty in learning than the majority of others of the same age. A child needs special educational provision to be made for him or her.
What is Special Educational Provision?	<ul style="list-style-type: none"> Provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.
How does our school know if children need extra help?	<p style="text-align: right;">Code of Practice 2015</p> <ul style="list-style-type: none"> A pupil asks for help. Concerns are raised by parents/carers, teachers, or the pupil's previous school. There is a lack of progress over time (with targeted intervention). <p><i>This indicates that they may have additional needs in one of the four areas:</i></p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory/physical
What should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> Talk to your child's teacher. Make an appointment to speak to the SENCO (Miss B Stephenson)

How will I know how the school supports my child?

- Every child will have access to high quality teaching which is matched to the diverse needs of all children.
- The quality of teaching is monitored in a number of ways:
 1. Classroom observation by the Senior Leadership Team (SLT), the SENCo and external verifiers
 2. Scrutiny of planning.
 3. Work sampling
 4. Whole school pupil progress tracking
 5. Ongoing assessment of progress made by pupil in specific intervention groups
 6. Pupil Progress Meetings with the Senior Leadership Team (SLT)
 7. Teacher meetings with the SENCo
 8. Pupil and parent feedback when reviewing progress and attainment
 9. Individual Learning Plans
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- Termly meetings take place between the class teacher and a member of the Senior Leadership Team to ensure all children are making sufficient progress.
- Appropriate interventions will be implemented to address the needs of pupils not making enough progress.
- Outcomes of interventions will then be reviewed.
- Parents will be informed that the school considers their child may require SEN support if not enough progress is made. Partnership from parents will be sought in order to improve rates of progress.
- If "additional to and different from" support is required, the views of the parents, pupil and staff will be obtained. Appropriate interventions will be identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
- SEN support will be recorded on an Individual Learning Plan which will identify desired outcomes and the steps needed to reach these.
- Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress is limited, with parental permission, advice will be sought from the following appropriate external agencies.

	<ol style="list-style-type: none"> 1. Attend (Attendance and Educational Welfare) 2. Autism Outreach Team 3. Hearing Impairment team 4. Visual Impairment team 5. Educational Psychologist Service 6. Primary District Inclusion Partnership (Primary DIP) 7. Social Services 8. School Nurse 9. CAMHS (Child & Adolescent Mental Health Service) 10. For children with severe and complex needs, a request will be made to the local authority to conduct an assessment of Education, Health and Care needs. This may result in an Education, Health and Care (EHC) plan being provided. 11. School nurse
<i>How will the curriculum be matched to my child's needs?</i>	<ul style="list-style-type: none"> • Class work is differentiated in small groups and individually, when required, based on agreed 'Universal Quality First Teaching'. • Use of specialist resources/equipment. • Use of ICT resources. • Additional adult support. • Differentiating and targeting outcomes for children (including individual learning plans)
<i>How will I know how my child is doing?</i>	<p>Outcomes will be shared with parents through:</p> <ul style="list-style-type: none"> • Parents Evenings • SEND parent meeting • School reports • Annual report for EHCP

How will you help me to support my child's learning?	<ul style="list-style-type: none"> The class teacher or SENCo may suggest ways of supporting your child's learning. Early reading/writing/maths workshops. Signposting to relevant events/ agencies. Information on the Parent Notice Board. Conversations requested by parents/carers. Accessing the local offer
What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> A broad curriculum which involves learning about emotional well-being. Small group support to encourage sharing, turn taking and other social skills. We encourage children to have a healthy lifestyle. The school has completed the Anti-bullying Pledge and responds to all concerns about bullying. Tolerance of diversity is promoted in schools. My Happy mind which focusses on children's mental health and well-being Well-being afternoons Opportunity to talk
Pupils with medical needs	<ul style="list-style-type: none"> A detailed care plan will be compiled by the school in partnership with parents and the pupil. If necessary, a health professional will be invited All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2015. Administering medication is undertaken solely by the office staff and the Principal.
What training do the staff supporting children and young people with SEND undertake?	<p>Where relevant staff have access to targeted training such as:</p> <ul style="list-style-type: none"> Setting effective targets. Graduated approach How to support pupils with a diagnosis of dyslexia. How to support pupils on the autistic spectrum. (AET Level 1 completed by all staff) How to support pupils with behavioural difficulties. How to support pupils with speech, language and communication difficulties. Attendance at termly SENCo Network Meetings (St Bart's MAT)
How will my child be	<ul style="list-style-type: none"> Procedures are put in place to enable all pupils to participate.

included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Care Plans adapted, where necessary. • A risk assessment is produced highlighting any risks. • Parents of children with medical conditions may be asked to accompany their child.
How accessible is the school environment?	<ul style="list-style-type: none"> • Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum, printed information is available via the school website.
How will the school prepare and support my child when joining or transferring to a new school?	<p>On entry:</p> <ul style="list-style-type: none"> • Parents are invited to a meeting detailing the routines of the school and explaining how parents can best support their child. • Visits are arranged during the Summer Term for those pupils starting in September. • Home visits are made to meet with parents and new pupils. • Additional visits are arranged where it is deemed necessary. • Close liaison takes place with feeder Nurseries. • Transitions plans are put in place for children with known 'additional needs'. • Records are requested for pupils transferring from other schools and a meeting arranged with parents. <p>Transition to another school:</p> <ul style="list-style-type: none"> • Opportunities for Y6 pupils to meet with staff at the high school are arranged as part of the transition arrangements. • The annual review for pupils in Year 5 with an Education Healthcare plan begins the transition process and supports parents deciding on a secondary school place. <i>This will involve external agencies if appropriate.</i> • Accompanied visits to other providers may be arranged as appropriate. • Care planning meetings with pupil, parents and staff are arranged, as necessary, for pupils with medical needs. • Informative transition paperwork • For pupils transferring to local schools, the SENCos or appropriate staff member of both schools may meet to discuss the needs of pupils with SEN in order to ensure a smooth transition. • The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school and this has been confirmed

	by the receiving school.
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • School will make every effort to supply any equipment a child may need in school. Eg. pencil grips, sit fit cushions, sloping writing boards etc. • <p>Needs will be addressed through:</p> <ul style="list-style-type: none"> • In-class support from teachers and teaching assistants. • Small group support from teachers and teaching assistants. • Specialist support from teachers. • Provision of specialist resources • CPD relating to SEND for staff.
How is the decision made about how much support my child will receive?	<ul style="list-style-type: none"> • For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher, parent and Head teacher, as appropriate. • For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.
How will I be involved in discussions about and planning for my child's education?	<ul style="list-style-type: none"> • Your views will be gained during parent meetings • If you have concerns about your child's learning, talk to the class teacher or SENCo who will listen to your views and decide alongside you the best ways to support your child.
Who can I contact for further information or if I have any concerns?	<ul style="list-style-type: none"> • Your child's class teacher • The SENCo (Miss B Stephenson) • The Principal (Miss L Davis) • For complaints please contact the School Governor with responsibility for SEN. (Michelle Karpusheff)
Support services for parents of pupils with SEN include:	<ul style="list-style-type: none"> • SEND IASS - Staffordshire Family Partnership www.staffs-iass.org (email) • Information on the Local Authority's Local Offer can be found at: https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page