



The Painsley Catholic Academy
Better Together

St. Anne's Catholic Primary School Information Report for SEND **Autumn 2018**

Our Mission is to;

“Let trust, respect and love live here”

With Christ at the centre of all that we do, the staff and governors at St Anne's Primary School are committed to giving our children every opportunity to achieve the highest of standards by meeting the individual needs of all in an inclusive way. Our children with special educational needs are fully integrated into the educational, social and cultural life of the school. We recognise the strengths and areas for development of every individual and offer a broad, balanced and differentiated curriculum.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

If you have any concerns about your child's progress, please make an appointment either with the class teacher directly or via the school office (01785 663128). You can also contact the school SENCo (Mrs Hodgkinson) or headteacher (Mrs Hannett) via the school office.

To identify a child with Special Educational Needs, St Anne's School uses the following guidelines to gather evidence for concern:

- information from previous schools/nursery
- Foundation Stage Profile information.
- known health/social problems
- results from standardised reading tests
- results from spelling tests.
- the results from National Curriculum Key Stage 1 SATs.
- National Curriculum assessments in attainment.
- teacher's professional concerns.
- parental information.
- yearly reports.

There are four broad categories of SEND:

1. Cognition and learning
2. Social, mental and emotional health
3. Sensory/physical
4. Communication and Interaction

2. How will school staff support my child/young person?

The Special Needs Co-ordinator (Inclusion Leader) for St Anne's School is Mrs Hodgkinson (Year 1 Class Teacher and Deputy Head)

- oversees the day to day operation of the school's SEND policy.
- maintains the school's Special Educational Needs list and oversees the records on all pupils with special educational needs.
- co-ordinates provision and monitors progress of children with SEND.
- Coordinates and develops school based strategies for the support of children with SEND
- Oversees the records of all children with SEND
- ensures liaison with parents and other professionals in respect of children with SEND.
- Liaises with high schools so that support is provided for Y6 pupils as they prepare to transfer.
- advises governors on responsibility and provision in school.
- liaises with and advises staff, suggesting interventions and targets where appropriate.
- contributes to the in-service training of staff, including dyslexia training.
- Oversees the school's maintenance of its full Dyslexia Friendly Status, ensuring appropriate strategies are used throughout the school.
- liaises with external agencies e.g. SENSS, EP
- attends meetings, courses and in-service training for development and information on Special Educational Needs.
- co-ordinates Education, Health and Care Plan (EHC) for pupils, in conjunction with the class teacher and learning support staff.

The Headteacher (Mrs Nicola Hannett)

- Gives responsibilities to the SENCO and teachers and is responsible for ensuring that your child's needs are met.
- Ensures that the Local Governing Body are kept up to date about issues relating to SEND.

SEND Governor (Mrs Ruth Brandon)

- Ensures the school policies with regards to SEND are up to date
- Meets regularly with the SENCO to share key information
- Holds the school accountable for provision for all SEND pupils.

Teaching Staff

- Deliver high quality teaching with high expectations of all pupils.
- Differentiate work to meet the needs of all pupils.
- Work together with the SENCO, outside agencies and support staff to set targets following the 'assess, plan, do, review' process.
- Act on the advice of senior staff, SENCO and outside agencies to deliver intervention programmes.
- Monitor the progress of all pupils and discuss any concerns with the SENCO or senior staff.

If reviews of action suggest that the support required to meet your child's needs is "additional to and different from" that of other children of their age, then the views of all involved will be obtained and appropriate interventions will be put in place with consent from parents. If the "additional to and different from" support is ongoing and outside agency involvement is necessary, it may be felt that the child's name should be added to the school's register of Special Educational Needs and Disability. This decision is made in conjunction with parents.

3. How will the curriculum be matched to my child's needs and what support is available to them?

Our children with special educational needs are fully integrated into the educational, social and cultural life of the school. We recognise the strengths and areas for development of every individual and offer a broad, balanced and differentiated curriculum. Differentiation of work and support is normal classroom practice for all children. Your child will experience a range of different strategies to enable them to make progress in their learning. This may involve the use of more practical activities or using resources such as ICT. Children may require additional Teaching Assistant support, access to our specialist SEN support tutors, intervention groups or individual programmes such as 'Positive Play'. They may require playtime support such as through a buddy.

In addition, some children with SEN have a Support Plan and some children may require an Education, Health and Care plan, these are created with support from the Local Authority. All plans are agreed with parents, staff and children and they provide detailed targets for the term ahead.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

St Anne's has a rigorous assessment process and your child's progress is constantly monitored through observation, assessment and review. Progress is reviewed formally every half term and children are identified as entering, developing or secure in key curriculum areas.

Pupils who are failing to make expected progress are identified very quickly and are discussed at termly meetings. Gaps in learning are identified and support/interventions are put in place. In addition to normal classroom practice, progress reviews with the SENCO, class teacher and Headteacher take place termly. Support Plans are drawn up and agreed with parents, these contain a set of targets which may be academic, social, behavioural or emotional. The plans clearly itemise the responsibilities of all working with the child including parents and a timeline for review. When appropriate, the child's views will be sought and taken into account. As parents, you are required to sign these targets and agree to support your child at home in the ways suggested.

The school provides regular 'parent workshops' to help you find out more about how to support your child. There are also parents' open evenings in the Autumn and Spring Terms and a full written report will be provided by the class teacher at the end of each academic year. In addition to this, the parents of children with Support Plans receive a termly report from our SEN tutors.

4b. How will my child be involved in their learning and target setting?

The voice of pupils is very important at St Anne's. All pupils are involved in setting their own personal targets on a termly basis. Pupils identified as needing additional support are involved in target setting meetings for new Support Plans. Support Plans have space available for parent and pupil comments. Pupils on the SEN register are involved in school questionnaires on a range of subjects to gain their views about school. 'Pupil Voice' questionnaires are also used with pupils to give them the opportunity to share how they feel about their learning and any interventions that they are involved in.

5. What support will there be for my child's overall well-being?

The welfare of all children at St. Anne's is a priority. The school has a clear Medication Administration Policy, Behaviour Policy, Anti –Bullying Policy and Equality Policy. All available on the school website and paper copies are available upon request. Children requiring extra care, support or guidance, including children with SEND may benefit from a Pastoral Support Plan which is agreed with parents, school and child. This plan is reviewed regularly. The school also offers 'Positive Play' sessions as part of our nurture initiative which is provided by trained Teaching Assistants and is agreed by parents. The school has a dedicated 'Nurture Room' with an 'Enchanted Forest' theme. The school nurse regularly visits the school.

6. What specialist services and expertise are available at or accessed by the school?

Each class has a qualified Teaching Assistant trained to support learning of all children. In addition, the school employs two specialist SEND teachers who provides SEND support when necessary.

Outside agencies accessed via referral either directly from school or from the LEA include:

Educational Psychologist, SENSS support, Behaviour support, Speech and Language support, Autism Outreach, Physiotherapy and visual/hearing impairment team, Education Welfare Officers, School Nurse, CAHMS (Child and Adolescent Mental Health Services), Social Services.

The school has full Dyslexia Friendly Status (renewed 2015) which means that our staff are trained in identifying and supporting children with dyslexia or dyslexic tendencies. The school has regular meetings with SENSS and EP services.

For a very small percentage of pupils whose needs are significant and complex and the specialist provision to meet them cannot reasonably be provided from within the school's own resources, 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 Plan being provided. The progress of children with these is formally reviewed annually with all the adults/agencies involved with the child.

7. What training are the staff supporting children and young people with SEND had or are having?

The school's inclusion leader and the ENTRUST SENSS support team provide regular training for staff, including regular dyslexia training. All staff undertake regular First Aid training, including the use of epi-pens and our onsite AED machine. All our Early Years staff are Paediatric First Aid Qualified.

8. How will my child/young person be included in activities outside the classroom including school trips?

We endeavour to include all children in school trips and we welcome support and advice from parents in order to achieve this. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety. Planning is in place to ensure all pupils have access to PE lessons and playtime equipment.

9. How accessible is the school environment?

The school is fully wheelchair accessible and there are disabled toilet facilities. Google translate is a programme for families who have a different first language to English. The school environment and all school communications are dyslexia friendly. The school's Accessibility plan can be accessed via the school website.

10. How will the school prepare and support my child to join the school, transfer to a new setting / school?

The school organises transition days for children to attend and new parents are invited to one to one meetings and general information parents meetings. Parents of children with SEND are invited to attend review meetings each term. The SENCO meets with all new parents of pupils known to have SEND to allow concerns to be raised and strategies to be put in place prior to entry. Previous school records are transferred.

In Year Six, additional transition days and activities are arranged. The SENCOs of receiving high schools are invited to attend review meetings in order to ensure a smooth transition. Our SENCO meets with the SENCOs of receiving high schools to hand over records and share targets and data.

11. How are the school's resources allocated and matched to children's special educational needs?

School has an amount identified within our overall budget called the notional SEN budget. This is for school to provide high quality appropriate support. The Local Governing Body have decided to allocate funding from the budget to provide specialist SEN teaching for two days a week. Budget is also allocated to the SENCO to purchase resources for SEN pupils.

12. How is the decision made about what type and how much support my child will receive?

The needs of each individual child are assessed individually and in consultation with relevant personnel.

13. How does the school support pupils with medical conditions?

Pupils with medical conditions are provided with a detailed Medical Plan. Staff who administer medicine adhere to school and Local Authority policies (these can be requested via the school office).

All parents are required to give signed permission for the administration of medicines. The office holds detailed records of medicines that have been administered each day, including asthma inhaler use.

In the case of complex medical conditions, the advice of the school nurse may be sought.

As a staff, we have regular first aid training, including in the use of epi-pens and the onsite AED machine. All Early Years Staff are fully Paediatric First Aid trained (Sept 17)

14. How are parents involved in the school? How can I be involved?

Parents are involved throughout the time their child spends at St. Anne's through planned meetings and discussions. Staff are available at the beginning and end of every day to discuss any particular need and parents are encouraged to make appointments to speak to staff whenever necessary. The parents of children with SEND are invited to termly review meetings. Parents are regularly invited to attend events at school such as special lunches, assemblies and open mornings. The school holds regular 'parent workshops'.

15. Who can I contact for further information?

The first point of contact for any concerns or queries is the class teacher. Mrs Hodgkinson (SENCo) is available and Mrs Hannett, the Headteacher is also available. The school office – 01785 663128 office@st-annes-weepingcross.staffs.sch.uk. The SEN notice board is situated in the school lobby and has contact details and leaflets available to take.

Visit: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5> or search "Staffordshire Local Offer" to access the **Staffordshire Local Offer**.

Other information and support services available:

Staffordshire SEND Family Partnership Service:01785 356921

SEND Family Partnership is for parents and carers of children and young people aged 0 to 25, with special educational needs and disabilities (SEND).

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

If you have any concerns or complaints about a child with SEN, please contact the school office (01785 663128) or refer to the school's complaints procedure which is available via the school website or as a paper copy from the office.