

**ST EDMUND CAMPION CATHOLIC
PRIMARY SCHOOL**

A VOLUNTARY ACADEMY



SEND Information Report

2017



St Edmund Campion SEND Information Report

2017/2018

1. What kinds of special educational needs does the school/setting make provision for?

We aim to provide every pupil with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We believe that provision for pupils with special educational needs is the responsibility of the whole school community requiring a whole school response.

Our work is guided by

- The Children and Families Act 2014 and
- The Special Educational Needs Code of Practice 2014

We support pupils who may be experiencing difficulties in the following areas

- Communication and Interaction
- Cognition and Learning
- Sensory and Physical
- Social, Emotional and Mental Health

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At St Edmund Campion we have adopted a whole-school approach to Special Educational Needs policy and practice. As far as is practicable, pupils identified as having Special Educational Needs are fully integrated into mainstream classes. All teachers are responsible for identifying pupils with Special Educational Needs and, in collaboration with the Special Educational Needs and Disabilities Coordinator will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Information is gathered on transition into the school through contact with parents/carers, education, health and care services.

In the first instance, parents/carers should contact the pupils' class teacher if they have concerns about their child. Parents/carers can also contact the SENDCo by phone or email. The SENDCo will reply as soon as is possible.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil, staff and parent voice is used as part of the quality assurance process.

The Governing Body will report annually to parents on the success of the SEND policy and provision.

Pupil progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Provision mapping will be used to monitor, review and evaluate interventions used to support pupils. Information from provision management will be used to identify how effective provision is in enabling pupils to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo and Head teacher. Information is gathered from different sources including pupil and parent surveys, teacher and staff surveys, parent's evenings, consultation evening and feedback through review meetings. This will be collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision map reviews, CAF reviews and team around the child meetings.

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact of any interventions and make necessary adjustments. The views of parents/carers and the pupil are central to planning future provision and will be sought in the most appropriate manner.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All interventions are closely monitored by both the class teacher and SENDCO. SMART targets are set and each session is recorded to ensure outcomes are met and misconceptions addressed.

3.c) What is the school's approach to teaching pupils with special educational needs?

Where it is determined that a pupil does have SEND, parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess
Plan
Do
Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

At St Edmund Campion we aim to provide for all children through quality first teaching. Class teachers are primarily responsible for the provision and progress of all children in their class. Following the Wave model (figure 1)

'Waves' of intervention

Waves of intervention model



Figure 1

3.d) How will the curriculum and learning be matched to my child/young person's needs?

The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCo will be consulted as needed for support and advice.

3.e) How are decisions made about the type and amount of support my child/young person will receive?

The Governing Body will endeavor to ensure that resources are available to support appropriate provision for all pupils requiring it.

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Special Educational Needs and Disabilities Coordinator in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions may be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials or special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development and training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.

3.f) How will my child/young person be included in activities outside the classroom, including school trips?

Our aim is to ensure that pupils with Special Educational Needs and/or Disabilities take as full a part as possible in all school activities. This will involve liaison between the pupil, family and any external agencies involved with the pupil to endeavour to remove any barriers to experience that may exist.

3.g) What support will there be for my child/young person's overall well-being?

Pastoral support is provided through the class teacher. If there are concerns around a pupil's well-being they will be discussed with the head teacher.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

At St Edmund Campion we work with Faith in Families Social Care. We have a social worker who comes into school one day a week to support children. Referrals for social care can be arranged if you speak to your child's class teacher and the SENDCo.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENDCo) and what are their contact details.

The person responsible for overseeing the provision for pupils with SEND is the Head teacher, Mrs A Blake.

The person coordinating the day to day provision of education for pupils with SEND is the SENDCo, Miss J Chipperfield.

Parents can contact the SENDCos by phone (school office: 0115 9147889) or email (office@st-edmundcampion.notts.sch.uk who will forward the message onto the SENDCo). The SENDCo will reply as soon as is possible.

5. a) What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, NQT's, parents and Midday supervisors.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENDCos, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

5.b) What specialist services and expertise are available or accessed by the setting/school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCos who will then inform the pupil's parents.

The following services will be involved as and when is necessary:

- Educational Psychology
- Schools and Family Specialist Services(SFSS)

- Educational Welfare
- School nurses
- Social services
- Speech and Language therapists
- Paediatricians and specialist health professionals
- Physiotherapists
- Any voluntary or community organisations that can provide specific support

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all pupils requiring it.

The Special Educational Needs and Disabilities Coordinator in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions may be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials or special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development and training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.

The school has a range of specialist SEND facilities in place. These are:

- Toilets and changing facilities suitable for pupils, staff and visitors with disabilities.
- The building is fully wheelchair accessible.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

St Edmund Campion believes that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND

- personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision map reviews, CAF reviews and team around the child meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCos may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Whenever possible, pupil's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their views will be central to decisions made about any necessary support. Whenever possible pupils will be encouraged to attend their review meetings.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

The School's Complaints Procedure should be used if the need arises.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint.

10. How does the Governing Body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is central to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCos who will then inform the pupil's parents.

The following services will be involved as and when is necessary:

- Educational Psychology
- Schools and Family Specialist Services(SFSS)
- Educational Welfare
- School nurses
- Social services
- Speech and Language therapists
- Paediatricians and specialist health professionals
- Physiotherapists
- Any voluntary or community organisations that can provide specific support

In cases where a pupil is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

The School recognises the important contribution which external support services make in assisting to identify, assess, and provide for pupils with Special Educational Needs.

When it is considered necessary, colleagues from the LA Children and Young Peoples support services will be involved with pupils with Special Educational Needs.

The school has an Education Welfare Officer who works across the trust and works closely with the SENDCos.

In addition, important links are in place with the following organisations:

- Faith in Families

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

It can be accessed at www.nottinghamshire.sendlocaloffer.org.uk

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

All matters referring to Admission arrangements can be found in the schools admissions policy which can be accessed on the school website.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Information regarding pupils with SEND will be gathered on transition into the school through

- a. Information passed on from Portage, previous schools/nurseries.
- b. Information passed to the school from parents.
- c. Information gathered through the Springboard process led by the Local Authority

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

Information regarding pupils with SEND will be gathered through

- a. Discussions with parent's at Parents Evenings and reviews.
- b. Information will be passed on to the receiving secondary school by inviting the SENDCo from the receiving secondary to discuss pupils prior to transition and by passing on detailed pupil records.
- c. SENDCo's from receiving secondary schools will be invited to attend CAF or Team Around The Child reviews at the primary school for pupils with complex needs once the child has been offered a place at the secondary school.
- d. Information gathered through the Springboard process led by the Local Authority

iii) Prepare for adulthood and independent living?

- a) High quality curriculum which prepares pupils for 'next stages' in their lives.
- b) 'Vocations' weeks in schools.
- c) Links with external organisations to give pupils wider opportunities.

13. Where can I access further information?

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

Information on the Nottinghamshire Local Offer can be found at

www.nottinghamshire.SENDlocaloffer.org.uk

St Edmund Campion SEND policy is available on the school website.