

St Chad's CE Primary School
Special Educational Needs
School Support for Pupils with SEND – Information Report

What do I do if I think that my child has special educational needs?

If you have concerns about your child, talk to their class teacher. You might want to do this at parents evening or make a separate appointment to see them. Also, you can speak to the schools Special Educational Needs Co-ordinator (SENCO), who organises extra help for children with special educational needs (SEN). The Headteacher and school governors also have responsibility in relation to children with SEN.

You might want to ask questions such as:

- Does the school think your child has difficulties?
- Does the school think your child has special educational needs (SEN)?
- Is your child able to work at the same level as other children of similar age?
- Is your child already getting some extra help?
- How can you help your child?

How will the school support my child?

If the school agrees that your child has SEN, they will take a 'graduated approach' – this means 'step-by-step'. The class teacher and SENCO will put in place additional arrangements in order to support your child to make progress, and will draw up a plan for your child. They will speak to you beforehand to explain what will happen and the type of extra support your child will receive. For most pupils extra help will be provided in the classroom, managed by the class teacher. This could be by working with the rest of the class, in small groups or on a one to one basis with a teacher or teaching assistant. For some children, outside support may be arranged in the form of sessions with a Speech therapist, an Educational Psychologist, Inclusion Support Worker and so on. This may be recorded in the form of a My Support Plan, which includes individual outcomes, ways in which the child will be supported and will monitor the progress made. The school may also agree some actions with you to be carried out at home.

How will the curriculum be matched to my child's needs?

The teacher will know how your child is progressing within the National Curriculum and whether the progress is within the expected range. Most children will have their needs met through quality first teaching with the teacher putting in appropriate measure to remove the barriers to learning. For some children with special educational needs, the teacher may provide different resources for them to use or there may be an adult to assist a small group of children to complete a task as independently as possible. Some children have a My Support Plan specifying particular targets, support, resources and will also monitor progress towards the outcomes.

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

In addition to the parents' consultations, you will be kept regularly informed of your child's progress by agreeing and sharing your child's My Support Plan outcomes with the class teacher. This will identify the next steps for your child to make progress and how the school can help them. Regular contact may be communicated through emails, telephone calls, meetings or a home/school book.

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

The well-being of all of our pupils is our primary concern. All pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of

Learning (THRIVE) are integral to our curriculum and ethos of the school. The school also has designated staff who are able to provide specialist support to develop children's emotional and social wellbeing in partnership with parents and carers.

Healthcare plans and pastoral support plans can be used to meet specific needs of a child and/or their family. These plans are created in collaboration with school, parents and pupils, and they are monitored and reviewed at agreed intervals. Staff members who work with children requiring medical care in school are also given specialist training to deliver the specific care and treatment needed.

School has a number of policies pertaining to children's social and emotional well-being, such as health and safety, disability access, medicines and inclusion. These are available from the school office on request.

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

External support services play an important part in helping the school identify, assess and make provision for children with special education needs.

These include:

- Regular visits from the nominated Educational Psychologist for the school.
- Advice and support from Special Educational needs and Inclusion Team (SENIT)
- Advice and support from the Specialist training in Autism and raising standards (STARS) team
- Advice and Support from PIVOT Educational Psychologist and consultant SENCo
- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the Complex Needs Team.
- Advice and support from the Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- Advice and support from the school nurse and community paediatrician
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service

Before the school make any referral to a specialist service we will always gain your permission.

What training are the staff supporting children with SEN having/had?

We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. The SENCO and class teachers have opportunities to speak to outside agencies (such as Speech and Language Therapists and Educational Psychologists) to share advice and teaching techniques catered towards individualised learning. The SENCOs of other schools within the Leeds area meet together each term to share good practice and discuss current issues. Recent training in the past 12 months has included: NASENCo Award for the School SENCO, Thrive, Team teach, Effective use of TA's, Pearl project, Attachment Training

How will my child be included in activities outside the classroom?

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity.

How accessible is the school?

The school has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs.

For those children who have English as an Additional Language (EAL), pre-teaching lessons with the EAL Teaching Assistants will support the learning of specific vocabulary related to the topics covered in each class and help children to become more familiar with the English language.

How will the school help my child on transfer to the next phase of education?

When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

At the end of the school year or if your child moves to another setting, the relevant staff will communicate to pass on information and ensure that transition arrangements are in place. At the end of every school year, there is a transition day where each class will spend a day in their new classroom with their new teacher. Any specific arrangements for children with individualised needs will be discussed with the relevant teachers and put in place for the new school year. If you have any concerns about your child moving up to a new year group, please feel free to talk to their current teacher, new teacher and/or the SENCO.

How are the school's resources/funding allocated and matched to children's needs?

The school receives money on an annual basis to support provision for special educational needs. This is based on the number of pupils on roll who are on the 'SEN register' and this varies from year to year. The money is allocated annually by the Governing Body when setting the school's budget. It is used to pay for staffing and resources which support children with special educational needs throughout the school. On top of this resource, there may be additional funding from the government to support individual children on specific programmes. This includes Pupil Premium money and additional funds for children with Funding For Inclusion, which is targeted at pupils with the most complex needs who require the most individualised provision.

How are parents involved in the school and how can I be involved?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The class teachers and the SENCO will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make the best use of available resources. We regularly assess the impact of any additional support and report progress made to parents.

Who can I contact for further information?

If you have any questions or concerns about your child, the first point of contact will be your child's class teacher. The SENCO and the Head of School are also available if further assistance is necessary.

The school SENCO is Nicola Slorach.

What are the admission arrangements for pupils with SEN or disabilities?

We are an inclusive school; no child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Our school Admissions Policy details the application process for a school place as well as the oversubscription criteria, which is applied when there are more applicants than places. However, children with an EHC Plan that names the school will automatically be allocated a place. This is a statutory entitlement under S.324 of the Education Act 1996 and is not part of the oversubscription policy.

If you would like to apply for a place at school for your child, please speak to the school office for more information.

Leeds Local Offer

More information about the Leeds Local Offer can be found on their website

<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

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