

In partnership to
Educate, Nurture & Empower



St Chad's C of E Primary School

POLICIES & PROCEDURES

SEND Information Report

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St. Chad's CofE Primary School



'In the light of God, we care, we share, we laugh, we learn'

'This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment'.

St. Chad's CofE Primary School is an Inclusive school where, in Christ's light, we seek to educate, nurture, and empower; supporting each individual to flourish academically, socially & spiritually. Christian values guide our commitment to ensure everyone is valued and respected as God's unique and special creation.

Our offer of support for pupils with Special Educational Needs or Disabilities (SEND) – SEND Information Report

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What is a special educational need and what kinds of SEND are provided for at St. Chad's CofE Primary School?

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Our school is inclusive where every child matters and is valued as reflected in our school vision; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our SEND Policy, which details this philosophy, is available on our school website here: <https://st-chads-2022.webflow.io/policies>

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, e.g.
 - autistic spectrum condition
 - speech and language difficulties
- Cognition and learning, e.g.
 - dyslexia
 - dyspraxia
 - dysgraphia
 - dyscalculia
 - Down's syndrome
 - Moderate learning difficulties
- Social, emotional and mental health, e.g.
 - attention deficit hyperactivity disorder (ADHD)
 - anxiety
 - attachment difficulties or disorders
 - Foetal Alcohol Spectrum Disorder (FASD)
- Sensory and/or physical needs, e.g.

- visual impairments
- hearing impairments
- processing difficulties
- epilepsy
- heart conditions
- hypermobility

Who is responsible for SEND at St. Chad's?

The simple answer is everyone. We are an inclusive mainstream school who value and pride ourselves on collective responsibility for all our children. We value all God's children and their families and together are committed to ensuring that all pupils have opportunity to thrive, supporting them to meet their full potential and to never walk in darkness, but have the light of life. (John 8:12)

Our SENDCO is Miss Jackie Matthews who can be contacted via the main office telephone 0113 274 7110 or by email sc-senco@stchadsprimary.net

Please see our SEND Policy (available on the school website) for further details.

How do we identify pupils with SEND and assess their needs?

We use a range of formative and summative assessment techniques to regularly assess each pupil's current skills and levels of attainment, building on information received from previous settings or year groups and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social or emotional needs and behaviour for learning. Where behaviour is causing concern, we consider whether there are any underlying difficulties.

Where a class teacher has implemented additional in class adaptations and support and there is still limited or no progress, a referral for additional support will be made to the SENDCO. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Many children receive additional support at different times in their schooling, though this doesn't necessarily mean that they have special educational needs. Often, we initially recommend that eyesight and hearing are checked to discount these aspects as underlying causes to learning issues.

When deciding if your child has SEND, we take a 'graduated approach' meaning 'step-by-step':

- Assess
- Plan
- Do
- Review

This 4-part approach is outlined in detail in our SEND Policy. We may need to complete a few cycles of this to determine whether your child's needs and the desired outcomes can be met by us first adapting our core offer, or whether something different, additional or long-term is needed.

How will the school consult and involve my child and us as parents?

Early identification is key, so 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:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

The graduated approach is a step-by-step approach where we will start by assessing your child's needs, considering the views of the child and parents. We will use this to determine the desired outcomes, including the expected progress and attainment, and plan support or provision to achieve this. Following the implementation of the plan for a reasonable length of time to allow any impact to be evident, we will review your child's progress together and decide on next steps.

Parents will always be notified if it is decided that their child will receive SEN support and be added to our SEND register.

What should I do if I think my child may have special educational needs?

The first step for any concerns about your child is to talk to your child's class teacher. They know your child best. You might want to do this at parents' evening or make a separate appointment to see them. Staff are always available for you to share your concerns.

Teachers will liaise with the school's Special Educational Needs and Disabilities Co-ordinator (SENDCO), who organises extra help for children with SEND, or you may wish to speak with the SENDCO directly. The Headteacher and school governors also have responsibility in relation to children with SEND.

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 with SEND?

If the school agrees that your child has SEND, they will continue to take the 'graduated approach' outlined above, using all the information gathered from previous cycles to carry out a clear analysis of your child's strengths and needs. Any assessments will be regularly reviewed by your child's class teacher with support from the SENCO as necessary. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The class teacher will record this analysis on a SEND Support Plan and, in consultation with you and your child, put in place additional arrangements to support your child to make progress. Clear SMART targets will be agreed and the plan will be shared with you. The school may also agree some actions with you to be carried out at home or offer advice as to how you can continue to support your child beyond the school day.

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.

All teachers are teachers of children with special educational needs through their scaffolded or differentiated lessons and high-quality teaching that caters for a wide variety of needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class and high-quality teaching is our first step in responding to pupils who are underachieving or have SEND.

For most children, 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. It may be decided that your child needs to be part of an Intervention Programme run by a teacher or our dedicated team of support staff in order to make progress and maximise their potential. 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.

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

At St. Chad's, we pride ourselves in matching our curriculum closely to each group of children we teach, as our teachers know our children well, how they are 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 measures to remove the barriers to learning. For some children with

special educational needs, reasonable adjustments in the form of adaptations to the curriculum or learning environment may be required. We make the following adaptations to ensure all pupils' needs are met:

- Adapting or scaffolding our curriculum to ensure all pupils can access it, e.g. by grouping, 1:1 work, teaching style or content of the lesson
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font
- Scaffolding our teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting the environment: personalised workspace, writing slopes, wobble cushions, fiddle tools, ear defenders
- Adjustments to when and how the work is accessed e.g. providing break out spaces or access to nurture
- Regular access to Thrive, individual or small group work around the Zones of Regulation or similar strategies

We continue to look at what 'reasonable adjustments' can be made to our curriculum to support the evolving needs of our pupils. We use our best endeavours to ensure that all children reach their potential.

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 reviewing your child's SEND Support Plan with the class teacher towards the end of each full term. This will identify any progress made, the next steps for your child to make further progress and how the school can help them.

Your child's progress will be continuously monitored by class teachers who are available (usually by appointment) to talk to parents after school if you would like a more regular update of any issues that arise.

Regular contact may be communicated through emails, telephone calls, meetings or a home/school book. In Early Years, Tapestry, an online learning journal is used to share progress and achievements with parents and in years 1 to 6 SeeSaw which is a similar system for the rest of the school.

The progress of pupils with Education, Health and Care Plans (EHCPs) and Funding for Inclusion (FFI) funding will be formally reviewed at an annual review with all adults involved in the child's education.

To help parents to support their child's learning we share copies of relevant policies such as the homework policy. We also hold workshops and/or stay and play sessions for activities such as reading, phonics or maths so you can see how we teach things in school and what you can do at home to support this.

What support will there be for my child's overall wellbeing?

The wellbeing of all of our pupils is our primary concern and, every day, all members of our community are encouraged to live out our church school mission statement: In the light of God, we care, we share, we laugh, we learn. All pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PSHCE) and a restorative approach to behaviour management are integral to our curriculum and ethos of the school.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. The school has well-trained, designated staff who can provide specialist support to develop children's emotional and social wellbeing in partnership with parents and carers. We have a Thrive trained practitioner in school who delivers individualised programmes for children who we identify as needing this intervention. We deliver thrive based approaches including friendship groups and activities, restorative practices, lunchtime and play time support for children who are finding social and emotional aspects of school difficult.

Each class has a class worry box, which is checked at least once a day by the teacher. Children are able to leave a note to share their concerns or worries with the teacher or request to speak to a specific member of staff. KS2 also have a 'postbox' in the corridor where they can leave a note for our School Counsellor.

Healthcare Plans and Early Help 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.

St. Chad's has a number of policies pertaining to children's social and emotional wellbeing, such as health and safety, disability access, medicines and inclusion. Most of these are available on the school website or are available from the school office on request.

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

Our staff have a high level of expertise and are well placed to support a wide range of needs through in class support and strategies or interventions. Ongoing training is identified according to the needs of the pupils, staff knowledge and developments in research and best practice.

The SENDCO has a wide knowledge base to support all staff in meeting the needs of individual learners. External support services also play an important part in helping the school identify, assess and make provision for children with special education needs and this would be co-ordinated by the SENDCO.

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 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

Parents' permission will always be gained before the school make any referral to a specialist service.

What training do the staff supporting children with SEND receive?

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, as do the SENDCOs within the Abbey MAT Trust, to share good practice and discuss current issues, too.

How do you evaluate the effectiveness of SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil, staff and parent questionnaires
- Monitoring by the SENDCO, Headteacher and SEND Governor
- Carrying out learning walks
- Using provision maps and support plans to measure progress
- Holding annual reviews for pupils with EHC plans

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 and school life, including residential, trips, after school clubs and wraparound care. We endeavour to make reasonable adjustments to facilitate participation for all.

We ensure that all children are able to attend school trips and residential visits e.g. to Robinwood, with support as appropriate, are encouraged to take part in sports day, school

plays and special workshops etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. 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?

St. Chad's is a single-storey school and all exits and entrances are on a flat surface with no steps. We have a disabled toilet and changing facilities, as well as a disabled parking space close to the main entrance.

The school has an accessibility plan (available on the school website) which details our commitment to:

- increasing the extent to which disabled pupils can participate in the curriculum.
- ensuring that the school environment is accessible for all children, including those with physical and sensory needs
- continuing to improve the school environment to enable disabled pupils take better advantage of the education, benefits, facilities and services we provide.
- Improving the availability of accessible information to disabled pupils.

How will the school support and prepare my child for transition?

Every year is a transition for our children. However, there are key points in school life where the transitions are more significant:

- Entry to Early Years
- Entry to KS1
- Entry to KS2
- Entry to Secondary School
- Casual admission at any point in the school year

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, transition is as smooth as possible due to good communication between teachers within school and relevant documentation being shared. We have a carefully planned transition process for all pupils including sessions 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 your child moves to another setting, the relevant staff will communicate to pass on information and ensure that transition arrangements are in place. Liaison with local Secondary schools is tailored to the needs of individuals and meetings are held to inform secondary schools of children's additional needs. Often additional visit days are arranged.

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 SENDCO.

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 'SEND register' and this varies from year to year. The money is allocated annually by the Head of School and 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. The Head of School and the SENDCO discuss all of the information they have about SEND in the school, including the children getting additional support already, the children needing extra support and the children being identified as not making as much progress as would be expected so the needs of children can be met, and resources deployed as effectively as possible.

On top of this resource, there may be additional funding from the local authority 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?

We can achieve the very best for your son or daughter, (our pupil), by working in partnership. The more we can build up a complete picture of your child, the better the results will be. 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 or to raise a concern about the SEND provision for my child?

If you have any questions or concerns about your child or the provision available to them, the first point of contact will be your child's class teacher. We all care deeply about the children in our school and work incredibly hard to ensure we meet the needs of all our children, so it is likely that any concerns can be discussed and resolved in a more timely manner this way.

If your queries have not been answered or your concerns have not been resolved, then please arrange a discussion or meeting with the school SENDCO (Jackie Matthews). The Head of School is also available if further assistance is necessary.

Should you wish to make a complaint, then please follow the school's complaints policy which is on our school website.

The parents of pupils with disabilities have the right to make disability discrimination claim to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND, and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them.

For links to the Leeds Local Offer parents/carers can access the website at <https://leedslocaloffer.org.uk>