

SEN Information Report

Our aim is to provide the best possible primary education in a stimulating and creative environment. We value the contribution that every child can make and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The schools seek to raise achievement by removing barriers to learning and increasing physical and curricular access for all. All children with SEN are valued, respected and equal members of the school.

Identifying children's Individual Needs

Our school is committed to early identification of Special Educational Needs (SEN). We have a graduated response to meeting SEN and Disability (SEND) in line with the SEN Code of Practice 0-25, 2014. All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as regular discussions between the Special Educational Needs Coordinator (SENCO) and the class teachers. If these suggest that any pupil is not making the expected progress, or their needs have changed, the class teacher or SENCO will invite the parents/carers to school to discuss these additional needs. Following this, the class teacher and parents/carers, work with the SENCO in order to decide if, or how, additional provision is implemented.

The SEN Code of Practice 0-25, 2014 outlines **four main areas of need**.

Area of need	Definition
Communication and interaction.	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
Cognition and learning.	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties.	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs.	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

Key Staff – St Cuthbert’s School SEND Team

Mrs Claire Flounders is the Special Needs Coordinator (SENCo), supported by Mrs Joanne Wilson (headteacher) who leads on inclusion at St Cuthbert’s School.

The SEND link school governor is Miss Kirsty Hall.

Mrs Emma Daly (Deputy Headteacher), Mrs Pat Smith (Parent Support Advisor and Nurture Group manager) and Mrs Wilson (Head teacher) work alongside the SENCo to support SEN Provision across school.

If you would like to talk to Mrs Flounders or one of the SEND team, please ask at the school office to arrange a meeting or telephone on 01429 275040.

Support Available for SEND Pupils

In accordance to the SEN Code of Practice 0-25, 2014, St Cuthbert’s School has adopted a graduated response to SEN provision determined by the support each individual child needs. We use a three tier approach to classify educational needs that are additional to, or different from everyday classroom provision.

Focussed support in class.	This type of support will happen in the classroom. Teachers will focus on a particular child or group of children in order to achieve specific targets.
Small group support.	This type of support will happen in addition to lessons taught in class. This type of support is for children that need a little extra help to access the curriculum fully. These will be short term interventions. These targets may have been set with support from external agencies.
1:1 support and individual programmes.	Individual Programmes are taught on a 1:1 basis, meaning that a child and a professional work together to achieve highly differentiated and focussed targets. These targets will have often been set with support from external agencies. Usually, only the children with the most severe SEN will require this support.

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External support services play an important part in helping us to identify, assess and provide appropriate provision for pupils with SEN. We have access to the following services:

- ☐ Educational Psychologists.
- ☐ Specialist teachers for children with an Education, Health and Care Plan (One plan), sensory impairment or physical difficulties.
- ☐ Speech and Language Therapists
- ☐ Occupational Therapists
- ☐ Physio Therapists
- ☐ Child and Adolescent Mental Health Services (CAMHS)

Multi-agency, care co-ordination meetings are held as appropriate to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

Medical Needs

We consult with parents and health professionals to compose care plans that are specific to individual children's needs and train staff to support children with medical conditions (see Medical Policy).

Measuring Pupils Progress and Involving Parents/carers

Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These include:

- ☐ Informal meetings with teachers;
- ☐ Review meetings with SENCO and other agencies;
- ☐ Parents consultation meetings;
- ☐ Annual Review meetings, for children with an Education, Health and Care Plan (One plan);
- ☐ Multi agency meetings, for children that have support from multiple external agencies e.g. Speech and Language, Occupational Therapy, Educational Psychologist.

When a child is identified as having SEN, an Individual Learning/Education Plan (ILP/IEP) will be written in consultation with the child and the parent/carer. This plan follows the 'assess, plan, do review' process and clearly describes: how a child is performing at present; what provision will be

made to help the child to progress; how long the intervention will last and the results of the intervention.

SEND Training and Resources

We aim to meet the needs of all pupils and ensure that provision is appropriate. This means that we adapt our support and training schedule to meet the needs of the individual children in the school at any given time. If additional training is required, the SENCO will contact the appropriate body to deliver the training or will train identified staff as required.

At St Cuthbert's School we deploy evidenced based interventions and resources to support our pupils. This means that the resources we purchase have previously proven effective in improving pupil performance in a range of schools and settings and the interventions we deploy have evidenced research of their proven effectiveness. Parents and carers will always be consulted before their child is included in any intervention that requires them to be taught outside of the classroom for short periods of time.

Accessibility

All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught, with their peers, in mainstream classes by their class teacher and study the curriculum appropriate for their age. All teaching staff use the new National Curriculum to ensure their planning, teaching and assessment meets the needs of all pupils, including those with SEND. They do this by;

- ☐ Providing suitable learning challenges
- ☐ Providing suitable learning environments
- ☐ Meeting the pupils diverse learning needs
- ☐ Removing barriers to learning

To ensure the school site remains accessible to pupils, parents/carers and staff with disabilities, our school keeps up to date records in our Accessibility Plan.

Transitions

As children grow they will make several transitions; this may include moving to a new school, moving to/from a specialist provision school, moving to a new Key Stage or to a new class. We employ many strategies to ensure that these are managed effectively and pupils are sufficiently prepared for such changes. Strategies include:

☐ Transition or Summer review meetings to include parents/carers, class teachers, Teaching Assistants, SENCO and all other professionals involved in the transition process;

☐ Class handover meetings;

☐ Visits to new settings with familiar staff;

☐ Fun Tots is a weekly toddler group, preparing children for a transition into Nursery

☐ Visits to secondary placement schools accompanied by familiar adults.

Support and Training for Parents

The collaborative planning and target setting systems that are in place means that parents/carers are consistently involved and supported in order to help children reach their targets. Parents/carers are commonly supported in school to address needs that arise from parent consultation or multi agency meetings. If necessary, Mrs Pat Smith, our school PSA, will support and signpost parents to relevant external support agencies (family support, out of school activities for children, support with separation, parent nurturing programs, action for children, Adult Education courses, such as healthy eating and keeping up with the kids).

In addition, we host a number of parents' information and training events throughout the year such as: phonics screening workshop and mathematical calculation strategies.

Support for Children with Emotional Difficulties

St Cuthbert's Primary School has a strong commitment to the physical and emotional wellbeing of all our pupils. During a child's academic career, they may be unfortunate enough to experience emotional difficulties. These could include, but are not limited to, bereavement, parental separation, bullying and difficulties with transitions. We are able to support children in a number of ways. Support available to children includes:

☐ Rainbows (Bereavement and separation counselling)

☐ Nurture group (afternoon sessions)

☐ Child and Adolescent Mental Health Services (CAMHS)

☐ Educational Psychology Services

Some children will need additional support to manage their behaviour when they are experiencing emotional difficulties. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support them. Such strategies are most effective when parents/carers are involved in the planning and decision making stages. Such support systems include:

☐ Behaviour charts to enable celebration of good behaviour;

- ☐ Increased communication between home and school;
- ☐ Individual Behaviour Plans (IBPs);
- ☐ Support from the Headteacher, in delegating key workers for children in crisis and creating positive handling plans with parents and relevant staff;
- ☐ Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour;
- ☐ Alternative curriculum provision eg Nurture Group;
- ☐ Referral to outside agencies such as Educational Psychologist, CAMHS, Local Authority Behaviour Specialists etc.

Links to Other Services

We work with the child and family needs at the heart of any plan for provision. Many families in the school will have links with services outside of education such as health care professionals or social services. We endeavour to work collaboratively with these services and have good, existing links with them. The majority of meetings required are held in the school premises. These include, but are not limited to:

- ☐ Multi Agency Planning meetings;
- ☐ Child in Need meetings;
- ☐ Informal Meetings with Parents/carers and external agencies;
- ☐ Referral procedures for Occupational/Physio Therapy.

Complaints

If you have any questions, concerns or complaints, please discuss these with your child's class teacher or the school SENCO, Mrs Claire Flounders. If you wish, you may wish to discuss your concerns further with the head teacher, Mrs Joanne Wilson. To make an appointment, please contact the school office on 01429 275040.

If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, please follow the schools complaints procedures.