SEND Information Report 2019/2020

St Aidan's is a one form entry Catholic Primary School situated in Ashington. We are a faith centred school that recognises that everyone is unique, made in the image of God. We are an inclusive school that cares and supports everyone.

We offer a range of provision to support children with Special Educational Needs or disabilities (SEND). We have high expectations of all children and we believe that it is their entitlement to have the opportunity to achieve their full potential.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2014: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July2014) pages 95&96
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'
'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
• has a significantly greater difficulty in learning than the majority of others of the same age, or
• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

The definition of disability in the Equality Act (2010) states children with *'…a physical or mental impairment which has a long-term* (more than 12 months) *and substantial adverse effect on their ability to carry out normal day-to-day activities'.* This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

You can find out more at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25pages 15-18

Questions a parent or carer may have

What kinds of SEND can be provided for at St Aidan's?

St Aidan's is open to learners with a wide range of needs and staff are trained to plan for and support all children in the most effective way. The Four broad areas of need identified within the SEND Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc.)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc.)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD etc.)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc.)

You can find out more at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
pages 97-98

How does St Aidan's identify and provide for SEND children?

If your child is joining the school we will work with you and any current support provision to ensure the transition for your child is as smooth as possible. If your child does require extra support you can request a meeting with your child's new teacher, the Head teacher or Special Educational Needs Coordinator (SENDCO- Sarah Hooper).

Within school, the progress of all pupils is monitored regularly by class/ subject coordinators and the senior leadership team. Pupils who are not making the expected progress in a particular area can quickly be identified and additional support can be given. Termly meetings are held between class teachers and members of the senior leadership team at which children's progress is discussed and reviewed. Any child highlighted as not having made progress will become a focus for support. Staff complete a short term plan for support in consultation with parent\carers. This is called an Initial Concern and will be reviewed termly.

Support can be in the form of an intervention. These are targeted programmes which focus on improving skills in certain areas. Support can be given on an individual or group basis. Interventions are reviewed at the end of the targeted intervention period. Staff ensure that the skills obtained transfer back in to the classroom.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher will work with parents\ carers (and in consultation with the SENDCO) to assess whether the child has a significant learning difficulty. This will involve completing a Pupil Passport and Profile to inform a specific support plan for the individual (Assess, plan). Where a SEND is identified we will put appropriate evidence-based interventions in place (Do). The Pupil Passport and Profile will be evaluated with parents termly (Review) and form the basis of further support plans. (Assess, plan, do, review cycle)

If appropriate, we will call upon support from an outside service to help with assessment. That could include an Educational Psychologist, a specialist teacher or a health professional. We would discuss this with parents and carers first.

Some children will need long-term support. They may need a SEND Support Plan and the involvement of other services. If after two Review cycles there continues to be a significant need then we will ask the local authority to support us by completing a COSA (Request for Consideration of Statutory Assessment). The outcome of which could be High Needs funding or an Education Health & Care Plan (EHCP).

You can find out more at:https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 pages 94-97

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

Quality First teaching (definition at the end of this report) is offered in every class. All teachers are provided with information relevant to the needs of individual children so that lessons can be adapted to ensure all pupils can make progress. Differentiation may take the form of small group support or individual support according to the needs of the child.

How will I be kept up to date of my child's progress?

At St Aidan's we recognise that parents know their children best. Parents are always welcome to discuss their child and views or concerns are respected and taken into consideration at all stages of the SEND procedure.
We have many ways of keeping parents informed of their child's progress.

- Twice yearly parent's evenings, one in the Autumn term and one in the Spring term.
- Progress reports for each child are shared with parents during a termly review.
- School operates an open door policy for all parents in which parents can ask to speak to the class teacher after school or can make an appointment if they feel they need more time to discuss their concerns.
- Parents will be invited by class teachers to complete An initial concern form- a short term plan of action for a possible short term concern.
- Termly meetings will be arranged (extra as appropriate) to support children identified with special educational needs or disabilities to discuss the child's individual support plan (initial concern or pupil passport & profile or SEND Support Plan, identify what is working well, share and address concerns and set new individually focussed targets.
- For children with a Statement of SEND/EHCP Plan, an Annual Review meeting is held which should be attended by all adults involved with the child's education. Targets are reviewed continually and adapted as necessary.

How will St Aidan's consult with and involve the child with SEND?

Your child's view matters to us and we involve all children in their own learning and ambition to reach expectations. This will be done at an appropriate level for each individual by:
• Making all children aware of their curricular targets and encouraging self- review.
• Asking children their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.

What arrangements do we have for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review?

Children with SEND may need to make:

- Academic progress. This measures how well they are learning in their subjects.
- Personal development. This measures other things such as independence, self-managing behaviours, getting on well with others, communicating with other people.

This is how we assess academic progress or personal development:

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally in our pupil progress meetings each term.
- Using tailored resources to identify smaller steps of progress, for example, P scales, Salford reading test, Sandwell numeracy test.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- All Children on the SEND register have a Pupil Passport/Profile and if deemed appropriate a SEN Support plan which is reviewed in consultation with parents every term.
- The progress of children with an EHCP Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

What arrangements do St Aidan's have for supporting children and young people in moving between phases of education and in preparing for adulthood?

We recognise that transitions can be difficult for children and take steps to ensure that any transition is as smooth as possible.

If your child is joining our nursery from preschool or our Reception from a different nursery setting:

- We will contact the SENDCO to ensure we know about any special arrangements or support that your child may need.
- We will make sure that all records about your child are kept up to date.

If your child is moving to or from another school:

- We will contact the school SENDCO and ensure both schools know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a transition meeting will take place where the targets for the new support plan will be discussed.
- All children have an opportunity to spend time with their new class teacher at the end of the summer term.
- A transition book can be made to help with individual issues.

What is St Aidan's approaches to teaching children and young people with SEND?

St Aidan's provides three levels of support:

Level 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

For your child this would mean that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is building on what your child already knows, can do and understands.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical learning, for example, dough gym or technology based learning.
- Specific strategies are in place to support your child to learn, for example, an intervention such as First class @maths.

Level 2: School Support

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. School support can often include specific group work or specified individual support. The SENDCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage input from other agencies may be sought.

For your child this would mean:

- He/ she will engage in fixed term group sessions with specific targets to help him/her make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and may be:

- Taught inside or outside the classroom
- Taught by a teacher or a Learning Support Assistant

Level 3: High Needs

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress.

If this support is not impacting on progress and there is still significant concern, the school, after consultation with parents and other professionals, may request additional funding and / or an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

This means your child will have been identified by the class teacher/ SENDCO/Head Teacher as needing a particularly high level of individual or small group teaching which cannot be provided from resources normally available in school.

Sometimes your child will also need specialist support from a professional outside the school. This may be from:

- Local Authority central services such as the LIST team (Local Inclusion Support Team), Visually Impaired Service and Hearing Services.
- NHS services for children such as the Speech and Language therapy (SALT) Service, physiotherapy

For your child this would mean:

- Your child has been identified by the class teacher/ SENDCO/Head Teacher (or you may have raised your own Concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them more effectively
- Support to set targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Please also see the School Accessibility Plan, which sets out adaptations we make to the school environment to remove barriers to learning.

You can find out more at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 page 99

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

We may make these adaptations to the curriculum:

- adapted use of ICT equipment for children with physical needs
- alterations to the classroom layout for children with HI or VI
- We are always happy to discuss any requests for adaptations to the curriculum, classroom environment or other aspects of school life e.g. sports events, educational visits
- Please also see the school Accessibility Plan, which sets out adaptations we make to the school environment to remove barriers to learning.

What kind of SEND support do you offer and what specialist services and expertise are available at, or are accessed by, the school?

Support can come from within school from staff who have received training in certain areas such as for example ASD, we also have staff members who have received specific training in speech and language, behaviour and attendance management and inclusion mentoring. For areas that require more in-depth support a range of external services can be requested via a referral for example:

- School Health
- Educational Psychology (EP)
- Behaviour Support (BS)
- Specialist Support Teachers
- Northumberland Parent Partnership Service
- Speech and Language Therapy (SALT)
- Hearing and Visual Impairment service
- Occupational Therapists, Education Welfare Officers (EWO)
- Family support workers
- Bereavement Counselling
- Children and Young People's Service (CYPS)
- Alternative provision and Children's Services.

What training do the staff supporting children with special educational needs and disability have?

We continually invest in the professional development of all staff to ensure that the provision provided to all pupils is both of a high quality, and takes into account any changes made by Government. To support our pupils with special educational needs staff attend regular training sessions which enable the school to deliver specific interventions to those pupils who would benefit most. Our SENDCO is undertaking the National Qualification in Special Educational Needs and regularly receives ongoing SEN training in specific areas. All teachers hold qualified teacher status and within the school setting we have staff who have received training in specific areas, for example ASD and speech and language interventions. During 2019/2020 all teaching and support staff underwent training in Hearing Impairment, Sensory Circuits, Growth Mindset, Self-determination Theory and Attachment Issues.

Staffing

Directly funded or provided by the school:

- 5.8 (FTE equivalent) LSAs (Learning Support Assistants)

Social services will provide support if a child is 'looked after' and will be involved if a child has an EHC plan.

How do we evaluate the effectiveness of the provision made for children and young people with SEND?

Level 1: Quality First Teaching (QFT)

Teachers constantly reflect on the progress that children in their class make and on how effective the provision has been for children with SEND. Termly review meetings between the class teacher and SENDCO allow an evaluation of the effectiveness of the strategies and resources used.

Level 2: School Support

The SENDCO and teaching assistant evaluate the effectiveness of the group interventions we run at the end of each cycle.

Wherever possible we use interventions that have a proven record or are based upon advice given by experts.

Level 3: High Needs

As well as the ways identified above the effectiveness of the provision for children with High Needs funding or EHC plans is monitored annually by the Local Authority.

How do we provide support for improving emotional and social development?

Level 1: Quality First Teaching (QFT)

We know our children at St Aidan's really well and every member of staff treats our children equally but differently. The class teacher is the first person to offer pastoral care.

Level 2: School Support
If a child needs something more we can offer support through nurture groups or 1:1 mentoring.

Level 3: High Needs
If there is a greater concern, we would work with the family to produce a formal support plan which may include advice from outside agencies.

SCHOOL has effective systems in place for preventing bullying and our latest OFSTED report comments that ***"pupils behave well in lessons and in and around school. They are well mannered , considerate and show respect towards one another."***

For further information, please see our behaviour and anti-bullying policies.

Evaluation of 2019-20

- 14% of children were SEN (34 children) in September 2019.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

Please see our Accessibility plan

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Complaints about SEN provision in our school should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. 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

Depending upon the nature of your concern, there are different ways the concern would be taken to a next level. This could involve the school governing body, local authority or other organisations. We will seek support from the local authority to provide this advice to you.

This report has been compiled by:

Samantha Leslie – Head teacher – Acting SENCO as from 1.9.20.
11.8.20.

This report was approved by the governing body on 11.8.20.

It will be reviewed by 1 September 2021