

Special Educational Needs and Disability (SEND) Information Report for St. Edmund's Catholic Primary School, Skelmersdale.

Our commitment to Christ's ministry and to the uniqueness of each individual leaves Catholic schools ideally placed to respond with imagination and sensitivity to those needs. Essential to that task will be a proper respect for the gifts and needs of each individual, a flexibility of approach and a commitment to press for the provision of appropriate resources by the relevant authorities.

(Evaluating the Distinctive Nature of a Catholic School).

This report was updated during the first half of the Spring term 2017. It is the result of consultation with staff, parents of children with SEN (Special Educational Needs) & Governors. The Governing Body ratified this document for publication on the 6th March 2017.

At St Edmund's Catholic Primary School we seek to

- Ensure that all pupils are valued equally
- Ensure that all pupils make good or outstanding progress
- Ensure that all pupils are happy, confident and safe.
- Work in close partnership with parents / carers and children
- Ensure that Special Educational Needs are identified and assessed as early as possible
- Ensure pupils' needs are continually met
- Ensure that all children have access to a relevant, broad and balanced curriculum
- Work proactively with the LA and other agencies in identifying, assessing and meeting special educational needs
- Monitor, review and evaluate policy and provision on a regular and systematic basis

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

HOW DOES THE SCHOOL ENSURE THAT CHILDREN WHO NEED EXTRA HELP ARE IDENTIFIED EARLY?

At St Edmund's Catholic Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Health diagnosis through a paediatrician.
- Child performing below 'age expected' levels or equivalent and not making expected progress.
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Welcomm Language Assessment, Dyslexia Screening Test
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.
- We are also able to assess progress using a sensitive assessment tool that measures progress in more detail and shows smaller but significant steps of progress.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – you could contact your child’s class teacher about your concerns or if you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with our Learning Mentor or the Headteacher. Appointments can be arranged in person, by phone or by email. Please see the school contact details on our Homepage.
- We pride ourselves on building positive relationships with parents and carers. We are open and honest with them and hope that they will be the same with us.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The school has a provision map which is regularly updated. This can be viewed on our website. The provision map provides a clear picture of all the additional interventions that St Edmund’s is currently providing for the children. Specific interventions are carefully selected for individual children after individual consideration and team meetings.
- The class teacher is responsible for all children in her/his class and provides Quality First Teaching. The class teacher is always involved in co-ordinating how any additional support is used.
- The class teacher will oversee, plan and work with each child with SEND in his/her class to ensure that appropriate progress is made in every area.
- Our SENCo, Learning Mentor and Headteacher oversee the progress of any child identified as having SEND.
- There may be an TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child’s bespoke programme of learning and is reviewed and updated during termly learning conversations/reviews.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given a School Support Plan with specific targets so that it is easy to track progress.
- Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child’s needs or they may work with the child themselves.
- The school has a whole-school nurturing ethos. Members of staff work with children who have difficulty succeeding in a full class environment and therefore require, at times, a smaller learning environment with a higher number of adults to help them.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis in order to discuss your child’s progress and the support that they are receiving.
- Class teachers are always happy to discuss your child’s needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this or contact the headteacher who will help facilitate a meeting.
- SSPs (School Support Plans) will be shared with you and your child (age appropriate)

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and social development as a priority
- We have a caring, understanding ethos and we are a fully inclusive school. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being.
- As a nurturing school, all our vulnerable pupils are known to staff.
- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This helps ensure a smooth transition between home and school each day.
- Children can access our breakfast club. This helps children socialise, develop life-skills and independence. It also helps children start the day in a positive way.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are never rushed to eat their food.
- For safety reasons, younger children are separated from older pupils when playing and also because of their different sizes. However older children have the opportunity to become 'buddies' on the early years and KS1 playgrounds.
- The school has a full time Learning Mentor who works with children who need emotional support.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in his/her class.
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the Learning Mentor.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office at no cost.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.
- On a day-to-day basis, staff generally oversee the administration of any medicines. Another member of staff will always witness any administration.
- If a child requires personal hygiene care this will be managed through an individual care plan.
- As a school staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- Many staff hold first aid qualifications including specialist paediatric first aid, which are updated regularly. Lists are displayed throughout the school.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- We have a Restorative Approach to behaviour management with clear strategies that are followed by staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunchtimes.

- The school has adopted behaviour and exclusion policies available for viewing on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, help put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher / Learning Mentor and we may involve the Lancashire Attendance Team if lack of regular attendance becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including 'Hotspot days' and the presentation of individual certificates.
- The school are also able to support families in making contact with other agencies which can provide appropriate support.
- Good class attendance is rewarded through a special mention in our weekly celebration assembly and by a trophy presentation.
- If a child is at risk of exclusion a Pastoral Support Plan may be written with the child and parents to identify any specific issues and to reflect the support and targets that are in place or that may be put in place.
- After any serious behaviour incidents we always inform parents about what has happened. We would then expect the child to reflect upon their behaviour with both school and home. This helps us all to identify why the incident happened and what the child needs to do differently next time to change and improve his/her behaviour.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have SSPs or IBMPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings.
- If your child has a Statement or EHCP, his/her views will be sought before any review meetings (as is age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All classes participate in 'Circle Time' which gives all children an opportunity to discuss thoughts, feelings and opinions.
- All children have the opportunity to complete a pupil questionnaire at least annually.
- All children are provided with the opportunity to be voted onto the School Council, as well as having opportunities to hold other positions of responsibility in class or around the school.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- St Edmund's Catholic Primary School has an adopted accessibility policy.
- Our school is fully accessible and inclusive of all, including those with additional needs such as wheelchair requirements.
- There are two disabled parking spaces in the car park closest to the entrance for the use of visitors.
- All curbs are dropped for wheelchair and pram access.
- There is a disabled toilet and shower room accessible to parents, visitors, staff and children where appropriate.
- Each of the classroom exit doors are fitted with an appropriate ramp / exit.
- Information is shared in our regular newsletter that is also displayed on our external notice board, in the main entrance foyer of the school and electronically on the school website.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson at their level.
- The class teacher, alongside the SENCo and Learning Mentor will discuss any child's needs and what support will/might be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress.
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- We will ensure that each child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- By reviewing children's targets in SSPs and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.
- Verbal or written feedback from the teacher, parent and pupil.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or headteacher at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- We believe that your child's education should be a partnership between parents and teachers. We therefore aim to communicate with you regularly.
- Your child may have a School Support Plan that will have individual targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation.
- When the child's SSP is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R (or in the nursery if they have been with us) through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- Children who are not making expected progress are identified through progress meetings.
- Pupil Progress Meetings are held each half term between the class teachers and the headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- At St Edmund's we carry out a speech and language assessment on all our children upon their entry to YR. Children with language difficulties are re-assessed at key points to enable us to monitor progress.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.
- The Headteacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions They also report back to the Governing Body (see section 6)
- Parents are welcome to spend time in school as volunteers.
- Parents are encouraged to visit school for assemblies and concerts.

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary adaptations, having consulted with you, to ensure this is successful. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school operates a range of extended services including a breakfast club and a variety of after school clubs. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child acclimatise to his/her new surroundings. We would also visit them in their current setting if appropriate.

- When children are preparing to leave for secondary school, we arrange visits for them.
- Children in Y5 and Y6 have regular lessons with High School teachers.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the school holds a meeting for parents/carers in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents/carers and staff get to know each other.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

11. *WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?*

- Our SENCo has completed the national SENCo accreditation to obtain accredited status in this area.
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologists, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

12. *WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?*

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- All staff undertake training that allows us to disseminate knowledge, strategies and experience. This allows us to ensure a consistency of approach across the school for all children with a SEND.
- All our teaching assistants have had training in delivering the Letters and Sounds Phonics (Reading) Programme.
- Individual teachers and teaching assistants attend training courses run by outside agencies that are relevant to the needs of specific children.
- KS1 teaching assistants have been trained in delivering other reading, spelling, phonics and multi-sensory programmes.
- The specific training undertaken recently by support staff includes: growth mindset, speech and language support, TEFL, Making maths meaningful.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak the school office staff, our SENCo or the headteacher.
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website.
- The Local Offer also contains a wealth of information in respect of SEND and is available on the school website.
- The school has a complaints policy, which is available on the policy page of the school website.

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Please contact Mrs Wylie in the school office for further information about the school and to arrange a meeting with the head teacher, in the first instance.
- Telephone: 01695 724798 or email: bursar@st-edmunds.lancs.sch.uk
- Feel free to contact the headteacher directly if it helps – head@st-edmunds.lancs.sch.uk.