



St Charles' Catholic Primary School

SEND Information Report **Spring 2017**

Love, Learn, Grow Together

This report is constructed in compliance with Schedule 1 Regulations 51 of the SEND Code of Practice 2014.

SEND Needs:

Children and young people with SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction:

- Discussion Groups
- Think Yourself Great
- Access support from outside agencies

2. Cognition and learning

- Phonic groups
- Maths small group intervention work
- Learning Assistant support in Literacy and Numeracy
- One to one support where needed
- Access support from outside agencies
- Toe by Toe

3. Social, emotional and mental health

- Learning Support Assistants where needed
- Discussion groups
- Access to outside agencies
- Quiet Place

4. Sensory and/or physical needs

- Pupils with a Statement of SEND/EHCP will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2001. The school building enable access to pupils with physical difficulties, including those in wheel chairs. Reference should be made to the school's Disability Equality Scheme.
- Children receive support from outside agencies – (e.g. sensory service)

It is the responsibility of each Class Teacher to inform the SENCo of any child who needs additional support. Once identified, the Class Teacher and SENCo will write an One Page Profile listing specific targets. The profile will provide details of how these targets may be achieved and who will support your child. These profiles will be reviewed every term. The school will involve you in One Page Profiles that are



written for your child. School staff will measure the impact of the support given to your child and the progress your child is making.

Teachers set high expectations for every pupil. A range of pupils have special educational needs, some of whom may also have disabilities. Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning means that these pupils are able to study the full national curriculum. The school recognises that all children are individuals and therefore all lessons are differentiated to meet their needs. The curriculum is adapted to suit the needs of each learner and a multisensory approach to teaching is promoted.

The School can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.

The School receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).

We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service). Our school nurse holds a monthly drop in session on the first Tuesday of every month from 3:00-3.30pm.

We are also able to access Occupational and Physiotherapy services and counselling Services such as YPAS.

School staff can access the expertise of teachers from other schools in their Primary Consortia.

All pupils are rigorously tracked in literacy and numeracy. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support. These interventions will vary depending on the needs of the individual child or groups of children. Teachers monitor the success of these interventions, judging their effectiveness by the impact on the pupil's progress.

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

In March 2017 we have 34 children receiving some form of SEND Support. We have internal processes for monitoring quality of provision and assessment of need. These include book scrutiny, learning walks and data analysis.



Our Approach as a School

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements.

These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy Sept 2015)

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If your child is new to our school then progress will be discussed with the previous school or nursery.

If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCo or Headteacher and your child's needs can then be discussed.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have currently the following expertise in our SEND team:

Mrs McKinstry successfully completed the National Award for SENCOs in 2015.



All Local Authority School Improvement briefings and transition meetings are attended, and information is fed back to school staff.

Teaching and Support staff have had additional training in:

- Sensory Awareness course
- Language and communication course
- Catch-up numeracy training
- Think Yourself Great tutorial
- Spelling and phonic strategies training

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff (see Provision Map) to ensure children achieve the best outcomes; this includes them gaining independence and being prepared for adulthood from the earliest possible age. A full list of our external partners can be found in our contribution to the Local Offer.

Extending our school approach, we commission using an outcomes-based approach.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action or Event	Who's involved	Frequency
Parents' Evening	Class teachers and parents/carers	Termly
Newsletters	St Charles' Catholic Primary School and parents/carers	Letters are sent home every Friday
Website	St Charles' Catholic Primary School and parents/carers	Weekly
TAC Meetings	SENCo and parents/carers. When required, external agencies are also invited	As required
Coffee Mornings	Class Teachers, Head teacher, Phase Leaders and parents/carers.	As required (information for parents)
Twitter	St Charles' Catholic Primary School and parents/carers	Weekly
Emails	School admin and parents/carers	When required
Phone calls	School admin and parents/carers	When required



Complaints

If a parent of a pupil with special educational needs is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCo.

Reference should be made to the school's Complaints Policy which can be found via the website, www.stcharlescatholicprimary.co.uk, should further action be deemed necessary.

We aim to deal with any complaints at the earliest opportunity.

Parents are valued and their contribution, in terms of identification and support for pupils with SEND, is fully recognised. Parents are always welcome to discuss any matter relating to their child's progress.

School External Partnerships and Transition Plans

- You will be invited to look around the school and meet senior staff. Your child will also be invited to visit and stay for a short session before starting school. EYFS staff also carry out home visits in the weeks leading up to your child's first day at school.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes.
- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- The SENCo attends a transition day organised by the Local Authority to meet with Secondary colleagues to discuss your child and hand over any background information regarding their individual needs.

Accessibility

St Charles' Catholic Primary is an inclusive school and all reasonable adjustments are made to ensure that the school environment is as accessible as possible.

The school has a disabled parking bay and easy access through double doors into the main reception. There are 2 disabled toilets.

We ensure that wherever possible equipment is available to children in order for them to access the curriculum e.g. writing ramps, radio aids, coloured overlays, use of iPads and laptops.



What has worked this year

Key successes this year include:

- effectiveness of provision in narrowing the gap between pupils identified as SEND Support and their peers, capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting;
- proportion of pupils identified as SEND Support participating in extra- curricular activities.
- proportion of pupils identified as SEND Support represented in specific groups e.g. School Choir

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include planned lesson observations, learning walks and evaluation of data. Action plans are written every term and monitored and evaluated regularly.

Our areas for development for 2017 are:

- To implement new One Page Profiles which replace IEPs and IBPs
- Organise further staff development opportunities
- Highlight pupil voice

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy 2016
- SEND Code of Practice 2015
- SEN and Disability Act 2001
- Sen and Equality Act 2010
- Admission Policy
- Local Offer

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014

Completed by: Mrs McKinstry St Charles' Catholic Primary School
SENCo: Mrs McKinstry

SEND Governor: Mr Steve Roberts

Dedicated SEND time: Monday/Tuesday pm

SEND staff available for consultations Tuesday 3.15-4.15

Local Offer Contribution:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>