

**St Mary of the Angels Catholic Primary School; SEND information report 2017-18.  
(SEND = Special Educational Needs and Disabilities).**

<p>Who can I talk to about my child with SEND</p>	<p>If you have concerns about your child’s progress, you should speak to your child’s class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo) who is Miss R Dunne.</p> <p>The school SEND Governor Mr Mark Lightburn can also be contacted for details of how he supports the school etc.</p> <p>Our school website is; <a href="http://www.stmaryoftheangels.co.uk">www.stmaryoftheangels.co.uk</a></p> <p>Our address is; Rossall Grove, Ellesmere Port, CH66 1NN Telephone; 0151 338 2430 Email; head@stmaryoftheangels.cheshire.sch.uk</p>
<p>The types of SEN we provide for</p>	<p>Where school are notified of a child with a specific SEND need we will provide if appropriate a curriculum that is broad and balanced and fully inclusive. Currently we provide for children with, for example,</p> <ul style="list-style-type: none"> <li>• Communication needs</li> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• ASD</li> <li>• Global developmental delay</li> <li>• Diabetes type 1</li> <li>• Epilepsy</li> <li>• Complex social and emotional needs</li> <li>• Asthma and other similar medical conditions</li> <li>• Multiple physical disabilities</li> </ul>
<p>Policies for identifying children with SEND and assessing their needs</p>	<p>School has a single equality scheme Special Educational Needs and Disabilities policy Accessibility Plan Please ask if you’d like a free paper copy of any policy</p>
<p>Arrangements for consulting parents of children with SEND and involving them in their child’s education</p>	<p>The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Parents will be informed where children are benefiting from interventions. The SENDCo (Special Educational Needs and Disabilities Co-ordinator) is available to meet you to discuss your child’s progress or any concerns/worries you may have.</p> <p>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. Personal progress will be reviewed with your involvement every term, wherever necessary. Homework will be adjusted as needed to your child’s individual requirements. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.</p>

<p>Arrangements for assessing and reviewing children and young people progress towards outcomes, including opportunities to work with young people and parents</p>	<p>Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Headteacher /SENDCo every term in reading, writing and numeracy. In the Early Years Foundation Stage (EYFS), children are assessed against the Foundation Stage Profile, to discover their abilities before they start the National Curriculum. If there are any specific issues in EYFS, of course the teacher and SENDCo will intervene, speak to parents and make provision if necessary.</p> <p>If your child is in Year One or above, teacher assessments will identify those children who require extra support; and strategies will be put in place, co-ordinated by Headteacher/SENDCo &amp; reviewed. Ongoing assessments in every class paint a fuller picture of pupils as they move through school.</p> <p>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 teacher assessment and the Standard Assessment Tests (SATs). This is something the government requires all schools to do and these results are published nationally.</p> <p>Where necessary, children will have a personal plan to make sure that they are supported and tracked; or it may be also based on targets set by outside agencies, specific to their needs. Targets will be set using these and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made. Extra funding may be made available in agreed cases.</p> <p>The progress of children with a EHCP (Education &amp; Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>The SENDCo &amp; teachers will also check that your child is making good progress within any individual work and in any group that they take part in. Regular book scrutinies and lesson observations will be carried out by the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high. Governors check termly reports on the progress of all SEND pupils in the school, so that provision in the school can held to account.</p>
<p>Arrangements for supporting children and young people in moving between phases of education.</p>	<p>We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.</p> <p><b>If your child is joining us from another school in early years:</b></p> <p>The Foundation Stage class teacher visits other providers when appropriate.</p> <p>If your child would be helped by a book/passport to support them in understanding about moving on, then one will be made for them.</p> <p>Your child will be able to visit our school for a taster session, if appropriate.</p> <p><b>If your child is moving to another school:</b></p> <p>We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.</p> <p>Where possible, a planning meeting will take place with the SENDCo from the new school.</p>

	<p>We will make sure that all records about your child are passed on. If your child would be helped by a book/passport to support them in understand moving on, again, one will be made for them.</p> <p><b>When moving classes in school:</b></p> <p>Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Paperwork will be shared with the new teacher where necessary. All information will be passed on.</p> <p><b>In Year 6:</b></p> <p>The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school; and any pastoral staff if necessary. Where children have a personalised plan, a transition review meeting to which you will be invited will take place with the SENDCo from the new school, usually in Y5 if possible.</p> <p>In particular, this school has excellent liaison with Ellesmere Port Catholic High School. Many meetings are held and extra transition sessions, prior to moving there.</p> <p>Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.</p> <p>Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.</p>
<p>The approach to teaching children and young people with SEN</p>	<p><b>a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).</b></p> <p>For your child this would mean</p> <ul style="list-style-type: none"> <li>*That the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>*That all teaching is built on what your child already knows, can do and can understand.</li> <li>*That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.</li> <li>*That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.</li> <li>*Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</li> </ul> <p><b>Specific group work</b></p> <p>Intervention which may be;</p> <p>Run in the classroom or a group room. Run by a specialist teacher or a teaching assistant (TA).</p>

Run by specialist groups/outside agencies, e.g. Speech and Language therapy sessions

**SEND Code of Practice 2014: School Support (SS)**

This means a pupil has been identified by the SENDCo/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be dealt with firstly by excellent, differentiated class teaching (we call it 'Quality First Teaching'); or by small group work; or perhaps from a variety of outside agencies (such as an Educational Psychologist).

**What could happen:**

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 you to understand your child's particular needs better and be able to support them more effectively in school. You will be fully involved.

The specialist professional will work with your child and you to understand their needs and make recommendations as to the ways your child is given support.

**c) Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong; or where they have a significant disability.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from professionals outside the school, who also have responsibilities, depending on the issues.

**For your child this would mean**

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from school & you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

	<p>After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and may set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <p>The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.</p> <p>The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Annual (or earlier as required) reviews are an essential part of this process.</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</p>	<p>The school is fully compliant with DDA (Disability Discrimination Act) requirements.</p> <p>There are two disabled toilets, a private shower area &amp; changing facilities. We ensure where ever possible that equipment used is accessible to all children regardless of their needs. Specialist equipment is available or can be purchased, for example, for those with physical motor needs.</p> <p>After-school provision is accessible to all children, including those with SEND.</p> <p>Extra-curricular activities are accessible for children with SEND.</p>
<p>The expertise and training of staff to support children with SEND and how expertise will be secured</p>	<p>The SENDCo supports class teachers in planning for pupils with SEND.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as physical disability, handling and speech and language difficulties.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the autism service/special schools with expertise.</p>
<p>Evaluating the effectiveness of the provision made for children with SEND</p>	<p>Each term governors receive a report from the headteacher on how pupils with SEND, Pupil Premium and Free School Meals are performing in each class, as well as other information during the year, such as A.S.P., a tool which assists school leaders to ensure that SEND pupils are achieving well. SENDCo meets with SEND governor at least once per half term.</p> <p>Any interventions such as reading support and additional funding such as pupil premium are identified and tracked to ensure the impact is effective.</p>
<p>How children with SEND are able to engage in activities available with children in the school who do not have SEND</p>	<p>We do not generally provide any activities in school for children that could not be accessed through adaptations for SEND children. But there may be some occasions where a disability will prevent some pupils from accessing various learning objectives; especially if it involves danger to the child eg vigorous sport for a fragile child. In this case, we will discuss the situation with the parents; do a risk assessment ; and make sure that the child's safety &amp; holistic needs come first.</p>

<p>Support for improving emotional and social development including pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying.</p>	<p>We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. We have a TA with special training in the ELSA qualification (Emotional Literacy Support Assistant), trained by the local Educational Psychology Service. This means we can offer strategies to, for example, build self esteem.</p> <p>Pupils in this position are carefully tracked, perhaps referred to the Learning Mentor who has the National Learning Mentor Qualification via Oxford University. Services such as anger management; bereavement counselling; and so on, are available through her expertise, and she is called on as required.</p> <p>All teaching assistants are experienced and trained in safeguarding children; and this is coordinated by a member of the leadership team. The RE curriculum is at the heart of our Catholic school and PSHE permeates the curriculum such as health education (First Aid training); religious reflective retreats to build spirituality and self esteem; and visits from external experts like Childline, who visited in 2017.</p> <p>If your child still needs extra support, with your permission the SENDCo will access further support through the appropriate process. Links with the local Social Care department are close, via the Headteacher/Deputy Head.</p>
<p>How we involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEND and supporting their families.</p>	<p><b>School provision</b></p> <p>Teachers responsible for teaching SEND groups/individuals on a part-time basis (such as a Reading Recovery trained teacher).          Skilled teaching Assistants and HLTAs (higher level teaching assistants) work mainly in class but sometimes in smaller groups, or 1 to 1.          Extra support in the form of writing and maths programmes and 'Letters and Sounds', a phonic reading programme, is delivered by teaching assistants &amp; teachers during specified lessons, differentiated according to need. I pads and latest technology support children who might be, for example, delayed writers (Phonics Play app); or need extra maths number work (MyMaths).</p> <p><b>Local Authority Provision delivered in school</b></p> <p>Various agencies such as; Autism Outreach Service          Educational Psychology Service          Sensory /Auditory Service for children with visual or hearing needs          Parent Partnership Service          Speech and Language Therapy</p> <p><b>Health Provision delivered in school</b></p> <p>Additional Speech and Language Therapy input to provide a higher level of service to the school, where referrals have identified need          School Nurse service for medical, social &amp; emotional issues          Occupational Therapy/Physiotherapy if needed</p>

	CAMHS if needed (support for children with a range of mental health issues)
Arrangements for handling complaints from parents of children with SEND about school provision	Complaints for parents of children with SEND follow the same procedures as all complaints and are outlined in our complaints policy, on the school website at <a href="http://www.stmaryoftheangels.co.uk">www.stmaryoftheangels.co.uk</a> – or a copy is available from school.